**Nomination for Alumni Distinguished Professor**

Lara Khansa
Full Professor/Sonny Merryman Chaired Professor and
Associate Dean for Undergraduate Programs
Department of Business Information Technology
Pamplin College of Business
Appointed at Virginia Tech on 8/10/2008

December 20, 2022

Alumni Distinguished Professor Nomination
Provost's Office
Virginia Tech
Blacksburg, VA 24061

Dear Provost Clarke:

It is with great pleasure and complete assurance that I endorse the nomination of Dr. Lara Khansa for Alumni Distinguished Professor (ADP). Dr. Khansa is an outstanding scholar, teacher and servant leader whose passion for her work and the students she serves embodies the best characteristics of an ADP. She richly deserves this honor, one of the highest honors a faculty member can achieve at this university.

Dr. Khansa has spent her entire career at Virginia Tech and we are so fortunate to have her as part of our faculty. Her research in human-computer interaction, and more recently in healthcare systems and analytics, has been published in the elite journals of our field, and more importantly has had an immediate impact on patients, consumers and policy makers. Her research expertise emanates from "a fascination with and personal affinity for technology as it relates to people, especially in the contexts of the humanities, behavioral sciences, and health sciences." This interdisciplinary approach to the use and abuse of technology has generated over 44 journal articles and numerous other publications. I see Dr. Khansa becoming an integral part of university initiatives in both healthcare and emerging technologies, and a bridge from business to science and the humanities. For that reason, I have asked Dr. Khansa to lead a task force on increasing Pamplin's contribution to funded research and university research initiatives.

In 2020, in recognition of her research excellence, Dr. Khansa was named the Sonny Merryman Chair of Business Information Technology. She continues to be research active at the highest levels, even as she has assumed Associate Dean responsibilities for the college. You'll find a complete list of her numerous publications and extensive media coverage of her research listed in her curriculum vita.

Dr. Khansa is a gifted teacher who cares deeply for her students and their success. She has helped develop courses and curriculum in information technology, enterprise resource planning, and healthcare analytics. She has taught at both the undergraduate and graduate level, and continues to teach, even after assuming a high-level administrative role in the college. The numerous testimonials from her students as part of this dossier are proof of the lasting impact she has had on student lives and livelihoods. Further, she has built a strong relationship with Pamplin alumni and supports students through connecting them with alumni and other industry leaders. The network of support and encouragement that she has created for our students is remarkable and ever expanding.

I cannot say enough about Dr. Khansa's commitment to students and student success. It is quite unusual for a star researcher to take on the role of Associate Dean of Undergraduate Programs, but this is where her passion lies, in helping students achieve life goals through education. From her own experience, she knows the value of education and the struggles some students will face in completing their education. Dr. Khansa is an advocate for women and underserved populations. She takes the time to understand students where they are and sees them for what they can achieve. Whether freshman, international student or ready-to-launch senior, she connects with every student and is fully supportive of what they need to succeed. Dr. Khansa has assembled a very capable team of support staff who are also aligned with her vision of service to students and student success. She works to provide mental health support for students and her office is always open to those seeking help or encouragement. Her accomplishments in this area of service are detailed in her dossier.

Dr. Khansa's leadership abilities have been widely recognized and she is often asked to serve on important commissions and committees at the university level. For example, she was a member of the steering committee for the Envisioning Virginia Tech Beyond Boundaries initiative and co-chaired the Discovering New Funding Models subcommittee. She has since continued to serve on various strategic planning committees. Dr. Khansa was one of the core faculty members who helped design and plan the curriculum for a newly imagined Honors College and presented the results to David Calhoun, Pamplin '73. She was also integral to curriculum refinement and faculty selection when the subsequent Calhoun Honors Discovery Program (CHDP) was launched.

Dr. Khansa also serves her profession in associate editorship roles at numerous journals and by mentoring junior faculty at workshops and conferences. She has become a role model for doctoral students and junior faculty, and continues to advocate on behalf of the underserved at a professional level.

Accomplished scholar, outstanding teacher, compassionate leader, relentless advocate -- I am in awe of what Dr. Khansa has achieved and what she has yet to achieve. She receives my highest support as an outstanding candidate for Alumni Distinguished Professor. Please take the time to look through her dossier and personal statements and I'm sure you will agree.

Sincerely,

Dr. Roberta S. Russell, Dean
Pamplin College of Business

III. Candidate's Statement

Life has offered me many lessons, and among them is that service is its own reward. Being nominated for the Alumni Distinguished Professor appointment is one of the proudest moments of my career, as it is a reflection that my service is making a difference. I offer a combination of skills and backgrounds and substantial leadership qualities and experience. My long history of achievement in academic excellence spans a variety of dimensions, and my holistic philosophy toward integrating research, teaching, and service has been at the foundation of my brand.

I have demonstrated unwavering commitment to producing high-impact research and achieving intellectual leadership in my disciplinary and transdisciplinary research. Over the past 16 years at Virginia Tech, I was awarded ten research awards and grants and two national distinction raises as a testament to the impact of my research. In 2020, I was named the Sonny Merryman Inc. Chaired Professor in Business Information Technology for research excellence. The Sonny Merryman Inc. Professorship was established in 1998 to attract and retain eminent scholars in Pamplin and is awarded through a competitive process to an outstanding member of the Pamplin faculty.

My research expertise emanates from a fascination with and personal affinity for technology as it relates to people, especially in the contexts of the humanities, behavioral sciences, and health sciences. I have been successful in seamlessly linking these fields through my multidisciplinary education and industry experience. My research reflects a focus on linkages between data science and technology and how they can enhance and improve the quality of human life and society. I have made significant contributions to human-computer interaction research, which rests on the principle that specific social and environmental technological contexts and artifacts drive user behavior. In addition, I have conducted significant research in healthcare analytics that centers on harnessing technology to improve the human condition. As an application-oriented interdisciplinary research area, healthcare analytics unites the standalone disciplines of data science and healthcare and takes a multifaceted approach toward broader sociotechnical, socioeconomic, and policy-related issues.

I strive to convey my holistic philosophy toward integrating research, teaching, and service to all my students, including the doctoral, master's, and undergraduate students I have mentored. My success as an educator is rooted in my ability to bring to my students the IT analyst's grasp of the underlying technology and the researcher's understanding of the broader problem domain. I was awarded three course development grants by VT's Technology-Enhanced Learning and Online Strategies to design graduate-level courses in healthcare information technology and healthcare data management, which I have been teaching in VT's Online Master of Information Technology program. Because the healthcare information technology field is constantly evolving, healthcare professionals who understand and know how to use electronic healthcare record systems and related technologies are in high demand. I impart to my students the importance of data quality to

patient care and safety and provide them with hands-on skills to assess and improve the quality of healthcare processes.

I have a long and successful record of service to my profession and to the university. I serve on several journal editorial boards, including on the editorial board of the Journal of Management Information Systems, an elite journal in the information systems discipline. I have also served as the Vice President of Finance for the Southeast Decision Sciences Institute from 2014 to 2016. My deep commitment to service on key VT initiatives is no less far reaching than my service to my profession. In 2015-2016, I served on the steering committee for the Envisioning Virginia Tech-Beyond Boundaries Initiative and co-chaired its Discovering New Funding Models committee. Subsequently, in 2018-2019, I continued contributing to the ongoing strategic planning effort to identify the strategic objectives, goals, and metrics around Beyond Boundaries concepts.

Values drive the actions of Virginia Tech and the actions of Pamplin, and a central focus of my values is helping students. I am in my sixth year serving as Associate Dean of undergraduate programs for the Pamplin College of Business. In my leadership role, I direct and manage daily operations associated with Pamplin's undergraduate programs office with input from the undergraduate programs team, academic departments, Pamplin's Academic Committee members, the university's various academic units, alumni, and other stakeholders.

I believe strongly that my success is enabled by the strength of the effective team that I am privileged to lead. My team consists of over 30 diverse faculty and staff, and I am immensely proud of them and their successes. Being an ardent believer in empowering and advancing women, I have built a team with a majority of women leaders. Over the past six years, Pamplin's reputation has improved tremendously, and I have been a driver of that advancement. This has manifested through significant strides in national rankings for specialties, majors, and the overall college.

I have demonstrated academic innovation and contributed significantly to opportunities to enhance student experience. I led the re-organization of Pamplin's undergraduate business curriculum so that more business courses are scheduled during the first two years of students' degrees. This has helped improve Pamplin's student experience and job placement opportunities. To prepare for rapid changes in enrollment targets and processes in anticipation of this curriculum reorganization, I developed an enrollment/resource prediction model that analyzed enrollment in each class that Pamplin offers over a multiyear horizon. This proved particularly useful in predicting near term imbalances between demand and seat capacity.

Moreover, I have driven fundamental improvements in Pamplin students' success and retention through effecting a multiyear equitable first-year merit scholarship model that has allowed recruiting and retaining a diverse and highly qualified entering Pamplin class, including freshmen and transfer students. This has enabled better use of scholarship funds and streamlined the scholarship award process,

resulting in significant and measurable improvements. These improvements include the size and demographics of Pamplin's incoming class of freshmen and other new students, and significant increases in yield, and student success and retention. During my tenure as Associate Dean, Pamplin has seen more applicants and enrolled more students than ever, and the demographic of the class continues to show increased diversity including more underserved, underrepresented, and more out-of-state students, which is often indicative of national reputation.

Throughout my tenure as Associate Dean, I have been intentional about being results-focused in leading my team and promoting a sense of shared ownership around common goals. My leadership approach manifested most visibly during the period of challenges brought on by the pandemic. The Pamplin undergraduate programs office was directly affected by the pandemic-related hiring freeze and budget cuts in early 2020. It had to adjust to a steep decline in resources and student support (over 27% decrease in advisors) and had to adapt in the face of a mandatory reallocation of resources. The pandemic tested the resolve and ability of the College to operate with lean resources under extreme stress and challenges. By clearly defining undergraduate programs goals, engaging in transparent communication, and projecting confidence in the face of adversity, I led my team and Pamplin to positive student outcomes. Pamplin's placement for 2020 graduates reached a remarkable 92%, despite a challenging job market. In addition, advising satisfaction reached its highest level of 92% and Pamplin's freshman to sophomore retention rate reached 95%—the highest of all colleges at the Virginia Tech.

My impact in student success goes well beyond the Pamplin College of Business. I have served on the working group charged with developing the framework of the pilot Honors Technology/Business/Design curriculum. In this capacity, I served as one of the core faculty who designed this new curriculum and presented the concept to Mr. David Calhoun '79, President and Chief Executive Officer of The Boeing Company. The resulting Calhoun Honors Discovery Program (CHDP) combines disciplinary education with transdisciplinary breadth enabling a more holistic discovery process for students. The CHDP was made possible thanks in part to Mr. Calhoun's exceptional gift. Many students have been part of this program since its inception, and my contributions have been meaningful.

My challenges and triumphs throughout life made me who I am today, as a human being and leader. I understand the challenges that come with being of a different background and the importance of seizing every opportunity to create a world in which there is a place for everyone. I am deeply committed to helping others and giving them opportunities, the same way I was given. My passion for Virginia Tech is echoed by the boundless energy that I deliver for our university, which I have served for 16 years. It has been my privilege to contribute to making Virginia Tech a better place since I joined as an assistant professor in 2008, and I look forward to the opportunity to continue serving the university through deepening my commitment to, and involvement in, university-wide scholarly pursuits.

Please accept my thanks for your service and for considering me for this award.

IV.    Teaching and Other Instructional Accomplishments

A. Current academic advising responsibilities—undergraduate and graduate

My role as Associate Dean for Undergraduate Programs is centered on students, and thus directly entails a multitude of student mentoring and advising responsibilities, including but not limited to:
- Overseeing undergraduate curriculum-related governance and policies, undergraduate assurance of learning, academic suspensions and academic appeals, student mentoring as well as continued engagement with Hokie alumni after graduation.
- Meeting regularly with student representatives of Pamplin student organizations (e.g., the Dean's Advisory Board of Students).
- Presenting to incoming students and their families during summer orientation sessions, and to current students and their families at award ceremonies, student conferences, and other Pamplin student social events.
- Addressing all student and parent concerns either personally or through designated members of my team.
- Supervising a team of academic advisors, career services advisors, international program/study abroad coordinators and advisors, living learning programs advisors and Engage Teaching Assistant coordinators, student advising administrative staff, and groups of peer student advisors.

B. Five-year review as associate dean

I have recently undergone my five-year review as associate dean. After completing their evaluation of my performance as associate dean, the review committee shared their findings with me. Respondents throughout the university consistently emphasized that I am a strong advocate for the students and am committed to student care. They have also noted that I am a good listener, treat everyone with respect, and support efforts in diversity, inclusion, and belonging. Following are some verbatim comments from my five-year review report that was shared with me by my 5-year review committee.

1. Administrator Survey
2. *Lara is very positive in a team environment. She works at a much faster pace than many at Virginia Tech and has a keen eye for data analysis.*
3. *She has always been balanced and fair when weighing the concerns of a faculty member and student - particularly when they are on opposite sides of an issue.*
4. *She is always engaged, professional, respectful, willing to listen and consider other opinions and full of creative ideas. It is a pleasure to work with her. She gets things done!*

2. Teaching and Research Faculty Survey
- *Lara truly cares about Pamplin and our students.*
- *She is always willing to listen to concerns and to be supportive of faculty.*
- *She is thoughtful and brings up interesting ideas for meeting participants to consider.*
- *Lara is an effective administrator who leads with integrity*

3. Student Survey
- *It is evident in conversing with Dean Khansa that she truly cares about the students and wants to do anything she can to help us.*
- *Dean Khansa made it clear that she is invested in my well-being in Pamplin and overall, as a person. She gets stuff done!*
- *Very kind and cares a lot about the students, will listen to any complaints or issues students are having and addresses them immediately.*
- *I think she is a strong and valuable role model for all students, and especially so when representing the female scholars at Virginia Tech.*

C. Research advising

In addition to advising undergraduate students as part of my role as associate dean, I have served on several PhD committees and published with my PhD students. I have also supervised master's projects in my two VT's Online Master of Information Technology (VT-MIT) classes. My efforts in teaching and publishing with my graduate students have given them additional skills to get promoted in their existing jobs and confidence to seek better job opportunities. A couple of them ended up joining the BIT PhD program and are now assistant professors or in the process of seeking such academic positions.

1. PhD Students

Following is a summary of my service on PhD dissertation committees during my tenure at Virginia Tech.

- Advisor, Ph.D. dissertation committee chair, and co-author: Dr. Zachary Davis, Ph.D. in Business Information Technology, Virginia Tech; defended on 03/14/18; dissertation titled: "Toward a Healthcare Services Ecosystem." First position and placement: Assistant Professor of Decision Sciences & Information Management in the Davis College of Business at Jacksonville University in Florida.
- Ph.D. dissertation committee member: Dr. Qianzhou Du, Ph.D. in Business Information Technology, Virginia Tech; defended on 06/06/2019; dissertation titled: "Extracting Wisdom Of The Crowds From Crowdsourcing Platforms." First position and placement: Assistant Professor at Nanjing University, China.

- Ph.D. dissertation committee member: Dr. Milad Baghersad, Ph.D. in Business Information Technology, Virginia Tech; defended on 06/06/2018; dissertation titled: "Firms' Resilience to Supply Chain Disruptions." First position and placement: Visiting Assistant Professor at Cleveland State University; currently an Assistant Professor at Florida Atlantic University.
- Ph.D. dissertation committee member and co-author: Dr. Jungwon Kuem, Ph.D. in Operations & Information Management, UW-Madison; defended on 07/11/18; dissertation titled: "Two Essays on Nonwork-Related Computing in Organizations." First position and placement: Tenure-track Assistant Professor in the NYS Center for Information Forensics and Assurance at the University of Albany, State University of New York (SUNY), Buffalo, NY.
- Ph.D. dissertation committee member and co-author: Dr. Xiao Ma, Ph.D. in Operations & Information Management, UW-Madison; defended on 05/15/14; dissertation titled: "Consumer Decision Sciences in Modern Online Platforms." First position and placement: Tenure-track Assistant Professor at the Sam M. Walton College of Business at the University of Arkansas, Fayetteville, AR; currently an Associate Professor at the C.T. Bauer College of Business at the University of Houston.

2. Master's (and MBA) students

Following is a select summary of the master's research projects that I have supervised and the resulting journal articles that my students and I published.

- Karen Wilson, Virginia Tech's online Master of Information Technology (VT-MIT); project produced the refereed journal article, "*Migrating to Electronic Health Record Systems: A Comparative Study between the United States and the United Kingdom*," published in 2018.
- Jason Dominiczak, VT-MIT; project produced the refereed journal article, "*Principles of Automation for Patient Safety in Intensive Care: Learning from Aviation*," 2018. Jason was my student in BIT 5564.
- James McWhorter, VT-MIT; project produced the refereed journal article, "*A Wearable Health Monitoring System for Posttraumatic Stress Disorder*," published in 2018.
- Lucas Brown, VT-MIT; project produced the refereed journal article, "*A Wearable Health Monitoring System for Posttraumatic Stress Disorder*," published in 2018.
- Jamin Casselman, VT-MIT; project produced the refereed journal article, "*Wearable Healthcare: Lessons from the Past and A Peak into the Future*," published in 2017.
- Nicholas Onopa, VT-MIT; project produced the refereed journal article, "*Wearable Healthcare: Lessons from the Past and A Peak into the Future*," published in 2017.

- Andrea Chin, VT-MIT; project produced the refereed journal article, "*Health Information Technologies for Patients with Diabetes*," published in 2016.
- Heather Irvine H, VT-MIT; project produced the refereed journal article, "*Health Information Technologies for Patients with Diabetes*," published in 2016.
- Jeffrey Lang, VT-MIT; project produced the refereed journal article, "*Health Information Technologies for Patients with Diabetes*," published in 2016.
- Jon Forcade, VT-MIT; project produced the refereed journal article, "*Proposing an Intelligent Cloud-Based Electronic Health Record System*," published in 2012.
- Giri Nambari, VT-MIT; project produced the refereed journal article, "*Proposing an Intelligent Cloud-Based Electronic Health Record System*," published in 2012.
- Saravanan Parasuraman, VT-MIT; project produced the refereed journal article, "*Proposing an Intelligent Cloud-Based Electronic Health Record System*," published in 2012.
- Patrick Cox, VT-MIT; project produced the refereed journal article, "*Proposing an Intelligent Cloud-Based Electronic Health Record System*," published in 2012.
- Guillermo Goicochea, MBA student at Virginia Tech; project produced the refereed journal article, "*Creating a Taxonomy for Mobile Commerce Innovations Using Social Network and Cluster Analyses*," published in 2012. Guillermo was my Graduate Assistant in 2011-12.

D. Student evaluations of instruction over past five years

| Year | Term | Course | Course Title | Enrolled | Response | Overall Effectivenes | Dept Ave. | College Ave. |
|------|------|--------|--------------|----------|----------|----------------------|-----------|--------------|
| 2016 | SS1 | BIT 5564 | Health Info. Tech. | 23 | 23 | 5.39 / 6 | 4.83 / 6 | 5.06 / 6 |
| 2016 | SS1 | BIT 5564 | Health Info. Tech. | 41 | 39 | 5.23 / 6 | 4.83/ 6 | 5.06 / 6 |
| 2016 | F | BIT 3464 | Ent. Plan. & Cont. Sys. | 55 | 52 | 5.13 / 6 | 4.99 / 6 | 4.91 / 6 |
| 2017 | S | BIT 3464 | Ent. Plan. & Cont. Sys. | 30 | 29 | 4.90 / 6 | 4.79 / 6 | 4.89 / 6 |
| 2017 | S | BIT 3464 | Ent. Plan. & Cont. Sys. | 51 | 49 | 4.98 / 6 | 4.79 / 6 | 4.89 / 6 |
| 2017 | SS1 | BIT 5564 | Health Info. Tech. | 61 | 64 | 5.34 / 6 | 4.92 / 6 | 5.10 / 6 |
| 2017 | SS2 | ACIS 5574 | Health. DB Mgt. | 56 | 61 | 5.29 / 6 | 5.35 / 6 | 5.21 / 6 |

| | | | | | | | | |
|------|-----|-------------|---------------------|----|----|----------|----------|----------|
| 2018 | SS1 | BIT 5564 | Health Info. Tech. | 86 | 91 | 5.36 / 6 | 5.07 / 6 | 5.22 / 6 |
| 2018 | SS2 | ACIS 5574 | Health. DB Mgt. | 72 | 72 | 5.50 / 6 | 5.24 / 6 | 4.79 / 6 |
| 2019 | SS | BIT 5564 | Health Info. Tech. | 72 | 74 | 5.54 / 6 | 5.18/ 6 | 5.30 / 6 |
| 2020 | SS | BIT 5564 | Health Info. Tech. | 78 | 81 | 5.35 / 6 | 5.09/ 6 | 5.23 / 6 |
| 2021 | SS | BIT 5564 | Health Info. Tech. | 63 | 64 | 4.97 / 6 | 5.24/ 6 | 5.33 / 6 |

E. Recognition and awards for teaching or advising effectiveness

- Three-time awardee of VT's Technology-Enhanced Learning and Online Strategies (TLOS) grants to develop and/or redesign two new graduate-level courses in VT's online Master of Information Technology (VT-MIT) program, 2012, 2016, and 2017.
- Awardee of the Mastery of Online Teaching certificate for outstanding course development and online teaching, TLOS, 2017.
- Three-time awardee of the Quality Matters certification for online course development and teaching, TLOS, 2012, 2016, and 2017.

V.    Research and Creative Activities

A. Awards and honors

- Two-time recipient of Virginia Tech's competitive National Distinction raise for research excellence, 2016, 2021.
- Awarded eight Pamplin College of Business Faculty Summer Research Grants, every summer starting in 2014.
- Awarded two Business Information Technology Department Summer Research Grants, 2014 & 2016.
- Consistent increase in the number of research citations, with current h-index=26 and i10 index = 37.
- Morgridge Distinguished Graduate Fellowship given to top PhD candidate, Wisconsin School of Business, University of Wisconsin, Madison, 2006 - 2008.
- Wisconsin Vilas Fellowship, University of Wisconsin, Madison, 2007.
- Wisconsin School of Business MBA scholarships given to top entering MBA candidate (GMAT: 97% among other distinguished credentials), University of Wisconsin, Madison, 2002 and 2003.

B. List of contributions and Research Focus

My scholarly activities lie where knowledge of technological artifacts and knowledge of human behavior meet. In my disciplinary and interdisciplinary work, I have strived to link the two worlds and help

elucidate the complex interactions between manmade technological creations and real-world social ecosystems.

| Publication Type | Count |
|---|---|
| Refereed book chapters | 5 |
| Papers in refereed journals | 44 |
| Papers in refereed conference proceedings | 17 |
| Papers presented at professional meetings | 15 |
| Abstracts & reviews | 3 |
| Invited keynote presentations or lectures | 9 |
| Total | 93 |

1. Human-Computer Interaction Research

   My contributions in the human-computer interaction (HCI) area of research are defined by investigation into practical problems, nuanced contextualization, and application of numerous interdisciplinary theories (i.e., psychology, sociology, social learning theory, and labor economics).

   Online communities are my first area of focus within the context of the broader HCI literature. My online community research has been motivated by the difficulties that online communities face in energizing and sustaining their members' participation. These problems directly inspire my behavioral research into the motives behind participation and the mechanisms available to increase it. Similarly, my curiosity about the roots of the paradoxical behavior of people online and the resulting harm to stakeholders accounts for my second main area of HCI-related research. My research in this area has been along the following lines: online deviant behavior, namely, cyberloafing and technology addiction; people's vulnerability to phishing scams; and privacy disclosure behavior. My contributions in this domain are significant because I measure actual behaviors, not behavioral intentions, an especially important distinction in privacy and security research. I have also been actively engaged in pursuing HCI areas beyond the direct realms of online communities and online user deviances — namely, environmental trust in the context of B2B e-marketplaces and healthcare system usability, a subject that fits well with my passion for healthcare research. Below is a discussion of some of my work in these HCI areas.

2. Healthcare Analytics Research

   My healthcare analytics research is the result of collaboration with medical professionals in Carilion Clinic in Roanoke, VA and in the University of Virginia's hospital in Charlottesville, VA, as well as with

surgeons in the Department of Plastic Surgery at the Ohio State University Wexner Medical Center in Columbus. In this research, I collected and analyzed real healthcare data and proposed solutions to real problems, such as ways to reduce postoperative complications, made recommendations for more equitable healthcare, and suggested how to avoid and remedy musculoskeletal injuries in surgeons.

Particularly, I used meta-analytical methods to undertake several systematic review analyses related to reconstructive surgery. By increasing the statistical power of the data, I identified in some cases differences in outcomes that the original analyses missed. Not only does my healthcare analytics work make numerous contributions to the medical profession, but it also has policy implications related to access to healthcare, which emanates from my commitment to diversity, equity, inclusion and belonging. I have also researched healthcare operations management (e.g., resilience of hospitals' emergency operations). We modelled the resilience of healthcare ecosystems in the face of rapid surges in patients that can cause delays detrimental to patient health and satisfaction. To define and predict disaster-level overcrowding, we examined the performance of the Carilion Clinic's emergency department across 13 disaster-level events and evaluated the factors behind their separate impacts on surges in patients.

VI.  Outreach and International Accomplishments

A. Participation in outreach and extension activities

1. Peer evaluations of extension program(s)
   - Served on the committee charged with evaluating the Arlington Innovative Center, October 2013.
   - Served as a Quality Matters peer reviewer—I assisted in reviewing Dr. Quinton Nottingham's and Dr. Martin Jones' online courses that they developed with VT's TLOS in 2012 and 2013, respectively.
2. Participation on External boards, commissions, and advisory committees
   - Served as a member on the Steering Committee for VT's Carilion Health Sciences and Technology campus, January to May 2017.
   - Served on the Simulation Hiring/Search Committee for Virginia Tech's Industrial & Systems Engineering (ISE) Department – tasked with hiring ISE faculty, January-May 2014.

B. International programs accomplishments

Oversaw establishing institutional level partnerships such as the partnership between Virginia Tech and the School of Economics and Management at Xidian University (XDU) in Xi'an, China. This VT-XDU partnership will provide a sustainable increase in student enrollment and will improve the geographical and disciplinary diversity of the Pamplin student body; it will also contribute to training future leaders to work cooperatively and lead world-class entrepreneurial ventures.

C. International research collaborations

I have worked and published with several co-authors internationally. Following is a summary of these international collaborations.

- Collaborated with Dr. Soumya Ray, Associate Professor in the Institute of Service Science at the National Tsing Hua University.
- Collaborated with Dr. Tormod Schumacher Westvik, a plastic and reconstructive surgeon in the Division of Plastic Surgery at Telemark Hospital in Skien, Norway; and Drs. Jamil Ahmad and Frank Lista, plastic and reconstructive surgeons in the Division of Plastic and Reconstructive Surgery at the University of Toronto in Canada.
- Collaborated with Dr. Weiquan Wang, Professor and Associate Dean at the City University of Hong King in Hong Kong, China – Government sponsored (grants from the Research Grants Council of Hong Kong S.A.R. (Project no. CityU 9041718); the National Natural Science Foundation of China (NSFC) (Project no. 71471156); and the Shenzhen Research Institute of the City University of Hong Kong.
- Collaborated with Prof. Mikko Siponen, professor of information systems at the University of Jyväskylä in Finland – Government sponsored (Grant from the European Regional Development Fund (ERDF) and the Finnish Funding Agency for Innovation).

D. Other international activities

- Served as a panelist at the Faculty Leadership and Management Professional Development Program organized by Virginia Tech's language and culture institute for the Saudi Electronic University, July 23-27, 2018.
- Conducted consulting work with Carnegie Mellon University in Qatar- Summers 2010, 2011, 2012:
  o Performed business value analysis and developed balanced scorecard for the use of RFID in healthcare and other contexts.

VII. University and Professional Service

A. Efforts to diversify the discipline

- Oversaw recruiting of a diverse undergraduate student population.
- Oversaw recruiting events, such as prospective information sessions, Open House events, onsite recruiting events at high schools and community colleges, socials, etc. targeted at informing and attracting underrepresented and underserved communities.
- Led the implementation of an equitable freshman scholarship model that allocates scholarship monies to students from underrepresented and underserved communities.
- Participated in Virginia Tech's JROTC STEM Leadership Academy program, a precollege outreach program designed to increase the representation of underrepresented and underserved minorities at

Virginia Tech — gave presentations to prospective students about business information technology and human-computer interaction.
- Served as a faculty evaluator for the student diversity case competition in Pamplin.

B. Participation in campus, local, regional, or national organizational efforts to promote diversity and inclusion in scholarly or professional fields

- During the strategic planning effort in 2018-2019, served on the steering committee and the advisory committee for VT's Strategic Planning initiative that were tasked with drafting VT's strategic vision and actionable metrics as it relates to Ut Prosim. Recruiting and retaining underrepresented and underserved minorities is grounded in Ut Prosim and is at the foundation of Virginia Tech as a land grant institution.
- During the Beyond Boundaries envisioning process in 2015-2016, served on the Beyond Boundaries steering committee and as co-chair of the Discovering New Funding Models thematic group. I advocated for the importance of improving affordability and access for underserved students (i.e., Pell eligible, first gen, and veterans).

C. Presentations in area of expertise to community and civic organizations, including schools and alumni groups, etc.

- Conducted presentations to prospective donors as a member of the Envisioning VT's New Honors College Curriculum faculty group, Spring and Summer 2017.
- Presented to various constituents from the Commonwealth of VA as a co-chair of the Discovering New Funding Models thematic group and a steering committee member for the Envisioning Virginia Tech-Beyond Boundaries Initiative, 2015- 2016.
- Presented "*Free Data Can Make You Richer*" at various events in Blacksburg:
  - Ut Prosim Society Weekend, 2019.
  - The Virginia Tech Alumni Reunion Weekend, 2019.
- Presented "*Funding and Research in Pamplin*" at the Pamplin Engagement Summit 2019, Roanoke, VA, 2019.
- Presented at the Business Information Technology department's advisory board meetings:
  - The Duality of the Human Mind: Intuition and Rationality, biannual Business Information Technology department's advisory board meeting, Blacksburg, VA, September 2017.
  - Investigating the Impact of Author Popularity on Online Book Sales (Keynote), biannual Business Information Technology department's advisory board meeting, Mclean, VA, May 2015.
- Presented at the Pamplin's Ethics & Integrity Training Panel for entering Ph.D. students, August 2014.

December 16, 2022

To whom it may concern:

It gives me great pleasure to write this letter of recommendation for Dean Khansa for the alumni distinguished professor award. Dean Khansa has worked alongside me for the past three years to improve the campus and student life in the Pamplin College of Business at Virginia Tech through the Dean's Advisory Board of Students (DABS). DABS members report directly to Dean Khansa with known student concerns to make changes to.

Dean Khansa's work habits are exceptional and the results of this commitment to excellence have made a positive impact on our community. It was obvious from when I joined DABS that her goal was to make the academic life better for each class that passes through Pamplin. As the co-President of DABS, I am comfortable approaching her with concerns I have, and feel confident that she will give her honest feedback to allow us to implement solutions. For example, Dean Khansa bridges the gap between DABS and PAC to have us make meaningful connections. Dean Khansa advocating for this relationship allowed our organization to make initiatives, such as a future etiquette dinner, that would not have been before possible.

Not only does Dean Khansa contribute to DABS, but she also helps out other organizations whenever she can. For example, she helped to introduce PAC members to my business fraternity, Delta Sigma Pi, which allowed members to make strong connections and receive helpful advice from someone who used to be in our shoes. She also wants to ensure everyone is heard and respected through her actions. At the fall 2022 graduation, she took her time before the ceremony to talk to every Pamplin graduate to ensure she pronounces their name correctly during their big moment. Dean Khansa consistently gives back in every way she can and has a strong desire to make a difference with every Hokie that passes through Pamplin.

I have met several inspirational faculty and alumni; however, I have never made a connection like I have with Dean Khansa. Dean Khansa is an approachable, sincere, and successful professional that any young woman wishes to embody in the future. She is someone who even when busy, will stop by in the hallway for a five-minute conversation to catch up on my life. She knows every single DABS member's name, and thanks them for their contributions. She sees the worth in every person she talks with and makes sure that they know how valued they are. I look up to Dean Khansa both professionally and personally, and with her ongoing contributions, I know Pamplin will continue to exceed expectations. I give Dean Khansa my highest support for the alumni distinguished professor award. If you have questions, please feel free to contact me.

Respectfully,

Marilyn Biggar
Pamplin College of Business, Class of 2022
marilynbiggar@vt.edu

Yasine Bensouda
302 Broce Drive
Blacksburg, VA 24060
December 16th, 2022

Dear Selection Committee,

Please consider this letter as my official nomination of Dean Lara Khansa for the Alumni Distinguished Professor Award. Dean Khansa performs her role as the Associate Dean for Undergraduate Programs at an exemplary level while demonstrating extraordinary commitment to the University's motto of Ut Prosim.

Dean Khansa consistently exemplifies the key characteristics of an excellent professor. She is always quick to respond and is always available to me and other students. When speaking with other students, I only hear positive feedback and admiration about Dean Khansa and her determination for students to succeed in accomplishing their goals and in their endeavors. For example, Dean Khansa is dedicated to serving the needs of the students within Pamplin through the Dean's Advisory Board of Students. Within this program, there is a committee of students selected to work with Pamplin Dean Russell and Dean Khansa to advise and bring about new programs to improve Pamplin. Throughout my time on the board, I have worked extensively with Dean Khansa to initiate programs such as town halls and coffee chats to bridge the gap between students and faculty. Further, she is not only a fantastic dean but a model ambassador for Virginia Tech. She is always quick to provide students with resources and answers to their questions. Dean Khansa is knowledgeable and brilliant in every aspect of undergraduate programs. Additionally, Dean Khansa is student-oriented and is focused on the holistic development and well-being of her students. She is always positive and committed to fulfilling her duties to the highest degree possible. She has always seen out her commitments and is a shining light within the college of business. Most importantly, Dean Khansa always establishes strong interpersonal relationships with everyone that she interacts with.

Personally, Dean Khansa has been instrumental to my success within Virginia Tech. I met Dean Khansa during my freshman year at a scholarship banquet where she gracefully welcomed me and my peers into the school. Since then, I shave been in constant contact with Dean Khansa, and I have successfully relied on her throughout my college career. Through my work as Co-President of the Dean's Advisory Board of Students, I have seen first-hand, Dean Khansa's impact on the college. Together, we worked to foster an environment of belonging and inclusivity within the College of Business. Dean Khansa also leads a fantastic team of Pamplin Ambassadors and the Pamplin Career Services team who work diligently to support students.
Through my experience on the Business Horizons team, I have seen firsthand the effort and support the Pamplin Career Services team puts into developing students professionally and providing resources and opportunities to assist in their job search. As a Pamplin Ambassador, I have experienced the tremendous effort that goes into the recruitment of prospective students.

Additionally, Dean Khansa cares about me more than a student. She is always interested in my involvement on campus as well as my extracurricular activities and has a genuine care for my personal and academic success. I know that I can always go to Dean Khansa for anything. I can truly say that Dean Khansa is determined to ensure I succeed in all aspects of life.

Dean Khansa is an expert Dean and a pillar within her community. She is more than deserving of this award as she supports all of her students holistically and routinely demonstrates the qualities and practices of an outstanding member of Pamplin.

Yasine Bensouda

Alumni Distinguished Professor Appointments Committee
Virginia Tech

December 12, 2022

Dear Members of the ADP Committee:

It is with great pleasure that I recommend Dean Lara Khansa for the Alumni Distinguished Professor (ADP) Appointment at Virginia Tech. I have served as Dean Khansa's Distance Learning Instructor for two healthcare courses in Virginia Tech's MBA program since 2017. Dean Khansa has been valuable to me as a mentor, colleague, and friend. I am confident I can speak adeptly to the impact Dean Khansa has had on graduate students and to her collegiality as an instructive mentor who has shaped the trajectory of my current doctoral and future professorship paths. I urge you to strongly consider her candidacy for the ADP appointment.

Dean Khansa has influenced me, my paradigm of thinking, and my future professoriate trajectory in three major ways as: (1) an outstanding mentor, (2) an inspiring thought leader, and (3) a tactical problem solver. *First*, she has mentored me tremendously, especially as a junior doctoral researcher balancing research and distance learning instruction. Namely, she demonstrated firsthand how to teach effectively, while outputting high-quality research. Teaching excellence is important to her, and she showed me that fulfilling the tripartite roles of research, teaching, and service at the highest levels is not only feasible but necessary. Her empathy toward students was remarkable. During lectures, she carefully listened to students' questions, comments, and concerns, and addressed them promptly. For example, in our BIT 5564 Healthcare IT course, students expressed interest in submitting their research papers to conferences and journals. Dean Khansa took this to heart and scheduled one-on-one meetings with every student interested in this opportunity! We must have spent nearly 20 hours outside office hours and lectures to formally meet and discuss specific strategies for 60+ student research papers. She helped them to position their papers according to journal and conference guidelines. Notably, she helped students publish in a variety of journals. She showed me how to incorporate research into my teaching. In addition, I learned that "going the extra mile" for students is a part of her nature. I now espouse this same mantra and receive superlative SPOT evaluations applying this one simple practice.

*Second*, Dean Khansa's healthcare knowledge is profound, and she clearly demonstrated the breadth and depth of her knowledge in each of the lectures. I know that students greatly appreciated her teaching and insights. In practice, students who applied the concepts they learned in her courses obtained jobs in the healthcare industry. Notably, students would email Dean Khansa, thanking her for giving them the lexicon to speak intelligently with healthcare recruiters. Because I co-instructed some of the lectures with Dean Khansa, students who successfully transitioned into healthcare would cc me on the emails. Dean Khansa inspired students who only fathomed a career change and motivated them to exercise the goal of career change. I, too, was inspired and emulated Dean Khansa by seeking to obtain mastery in my own research discourse: cybersecurity and privacy. I aspire to follow a similar path as Dean Khansa, and this first requires my becoming an expert in a field just as she is an expert in health IT.

*Third*, Dean Khansa taught me how to handle difficult situations inside the classroom. Because we had the privilege to instruct VT graduate students, many students were prominent members in their community, industry, or occupation. Student backgrounds ranged from students with no work experience to students with chief officer positions at their respective organizations. Thus, she had to dynamically adjust her lecture and conversational approaches with each type of student. On the other hand, I had to learn through experience. For example, she permitted me to instruct a lecture, and I had a student who would express a contrary viewpoint from that posited in the textbook. The student was a distinguished individual with extensive experience in healthcare. The student would state, "this is not how it is done in industry." I did not know how to handle that type of response. I felt if these statements were continually made, then this could undermine the lecture and sow doubt in the minds of other students. Accordingly, I asked Dean Khansa for recommendations on how to converse with highly experienced students who hold diametric views from the textbook. She informed me to acknowledge the students' statements and to ask them to elaborate on the differences to help identify the conflicting viewpoints. What I thought would be a contentious situation became quickly diffused when I applied Dean Khansa's recommendation. In fact, course discussion became even richer. I learned that giving voice to students shows respect and common courtesy, and students reciprocate accordingly when they feel heard.

In conclusion, I give Dean Khansa my highest recommendation without any reservations. Her instructions and overall demeanor were transformational in shaping me into the researcher and instructor I am today. Not only did she positively influence my career trajectory, but also she has guided students toward successful careers in academia and industry. She is an influential leader in the department and university, and I could not envision anyone else to have contributed so vastly in my own development. Thus, I wholeheartedly recommend her to the ADP committee. If you have any questions on the information I have provided, please feel free to send me an email at nichb15@vt.edu. You may also call me at (703) 789-7212.


Sincerely,
Nicholas J. Brown
Virginia Tech
Distance Learning Instructor for Dean Lara Khansa

**Dr. Lara Khansa**
*Letter of Support*
*Virginia Tech Alumni Distinguished Professor Nominee*


I am honored to write this letter of support for Dr. Khansa's nomination for the Virginia Tech Alumni Distinguished Professor position.

I first met Dr. Khansa at our Pamplin Advisory Council (PAC) meeting in 2017, soon after Dean Sumichrast named her as Pamplin's Associate Dean for Undergraduate Programs. I was so impressed with her first presentation to the Council as she emphasized the many potential benefits to our students from a stronger connection to our alumni through research, lectures and other joint programs. Her commitment to our students was clear from her first presentation.

Over the past 5 years, I have watched Dr. Khansa deepen the connection between our students and our alumni, as well as work hard to improve our undergraduate curriculum and placement rates throughout the entire Pamplin College. I have had a unique vantage point not only as a member of the Pamplin Advisory Council & Cabinet, but I also have a niece who graduated from Pamplin in 2022, and I was able to see the effectiveness first-hand of how some of the changes Dr. Khansa led improved the quality of the advisory services in Pamplin, moved our retention rate of freshmen to sophomores to 95%, and our placement rate for undergrads to almost 95% this past year.

One of the best examples of her impact that is close to my heart, is Dr. Khansa's role in creating and working with the Dean's Advisory Board of Students (DABS). While DABS was created to improve the quality of the experience of all our Pamplin students by encouraging student leaders to take more active roles in helping new students better integrate and navigate Pamplin, Dr. Khansa also saw an opportunity to better connect our students with our alumni. In an effort to both improve the student experience and create a link for mentorship and leadership development between our alumni and our students, she co-created a sub-committee of PAC entitled the Student Experience Committee (SEC) 3 years ago.  I was privileged to serve as chair of the committee last year, and over the past 3 years, the strengthening of the partnership between DABs and the SEC has resulted in: a pilot program for one- to- one mentoring between the DABs and PAC members, several jointly sponsored student events, and even an upcoming Business Etiquette dinner in Spring '23, in addition to the student-only events hosted by the DABS.

Dr. Khansa's professional and academic accomplishments are well-documented; however, I wanted to share the more intangible impact of her work at Virginia Tech on our students and our alumni. I believe the data supports the impact of the changes she has initiated on an improved overall student experience and satisfaction as they progress through Pamplin, and post-graduation. Perhaps harder to quantify though is the impact her work has had on our alumni too. However, I do feel more energy among

committee members now, and more engagement in terms of not just philanthropy, but also time from our alumni. For the first time since I reconnected with Pamplin in 2012 to serve on an advisory board, I am also seeing more recent younger alumni actively willing to participate which historically, were more difficult to engage until further in their careers. I believe the community which is coming together between the students and alumni of Pamplin could also be a great model for other colleges across Virginia Tech, as it is another version of a Living & Learning Community that expands beyond the campus of Virginia Tech and reconnects former students too.  I appreciate Dr. Khansa's time and involvement with PAC and Pamplin to bring this idea to life.

Finally, as an active alumna of Virginia Tech, a donor, and an aunt of a recent Pamplin grad, I believe Dr. Khansa has demonstrated tremendous dedication to the mission of Pamplin and to the over-arching mission of Virginia Tech, and she would be able to have even more broader impact in this position.

Sincerely,

Starlette B. Johnson

*Finance, 1985*
*Pamplin Advisory Cabinet Member 2010-present*
*Virginia Tech Foundation Chair 2021-203*

December 19, 2022

Dr. Cyril Clarke, Executive Vice President & Provost
Burruss Hall, Suite 210, Virginia Tech
800 Drillfield Drive
Blacksburg, VA 24061

Dear Provost Clarke:

On behalf of your many friends at Deloitte (i.e., Deloitte Advisory, Deloitte & Touche, Deloitte Consulting, Deloitte Tax, and related U.S. member firm entities), I hope this finds you well. I am writing you to offer this letter of reference in support of Dr. Lara Khansa as a candidate for the Virginia Tech Alumni Distinguished Professor designation. Dr. Khansa has delivered sustained performance at Virginia Tech for many years, demonstrating the commitment, leadership, achievement, and cultural alignment that is expected of the Alumni Distinguished Professor designation, and I strongly believe she would serve as a role model in that capacity. More specifically, Dr. Khansa has demonstrated this performance across the key dimensions of consideration for this designation, including academic excellence, alumni relationship service, and student success.

## ACADEMIC EXCELLENCE

An Alumni Distinguished Professor should be a leader in academic excellence, and Dr. Khansa has delivered on this objective. Dr. Khansa is an accomplished researcher who has published extensively in elite journals throughout her career. In 2020, she was named the Sonny Merryman Inc. Chaired Professor in Business for research excellence and intellectual leadership. Dr. Khansa has published more than 40 refereed journal articles in top information systems journals, and she has ranked among the top 50 researchers worldwide for research productivity, while earning ten research grants over the last 16 years.

In addition to her extensive publication, Dr. Khansa has demonstrated leadership in innovation and cross-university collaboration throughout her career, contributing significantly to opportunities to enhance student experience. One such cross-university collaboration with the College of Science resulted in a brand-new living learning program, called Impact, that is focused on data analytics. In this program, students gain experiential learning opportunities in using data analytics to solve scientific and societal problems. Students also have an opportunity to engage with others in varied disciplines and external partners and alumni worldwide.

Dr. Khansa has shown excellence in advancing educational offerings globally and in envisioning and implementing mutually beneficial partnerships with global institutions. One such partnership that Dr. Khansa and her team brought to fruition was between Pamplin's Management department and the School of Economics and Management at Xidian University (XDU) in Xi'an, China. Partnerships such as these have contributed to Virginia Tech winning the USASBE model program award that recognizes comprehensive entrepreneurship curricular programs and as such advancing entrepreneurship at Virginia Tech.

## ALUMNI RELATIONSHIP SERVICE

As the moniker of the distinction suggests, an Alumni Distinguished Professor should have a proven record of performance in building relationships with alumni, and Dr. Khansa has demonstrated sustained excellence in nurturing alumni relations. As Associate Dean, she served as part of Dean Sumichrast's (and now Dean Russell's) senior leadership team for many years. In this role she has been a lieutenant to both Deans in their

efforts to enhance and expand alumni relations. Dr. Khansa has been a strong supporter of the Advancement team and has been at the center of the College's efforts to elicit support from the alumni community for Pamplin's top strategic initiative, the Global Business and Analytics Complex. In fact, among alumni, Dr. Khansa is thought of as a trusted advisor and friend by the alumni community. She is sought after by alumni for her insights and ideas as alumni seek to serve Virginia Tech and its mission.

Dr. Khansa recognizes that Virginia Tech alumni are coming into an age of considerable resources, and that they are looking to recognize Virginia Tech for its role in their success. Many of our alumni are also personally invested in Virginia Tech through their children and grandchildren, and nieces and nephews, who are currently attending Virginia Tech or who are aspiring to attend. Throughout her career Dr. Khansa has invested significant energy into cultivating prospective alumni donors and asking them to support various causes at Virginia Tech, which is mutually beneficial and rewarding on so many levels for alumni. Equally as important, she approaches alumni as her authentic self, and engages them in a style that is both personally cordial and genuinely interested. This style engenders trust from the alumni while eliciting their support, which over time has repeatedly resulted in the development of positive, strategic relationships. Dr. Khansa helps alumni engage with Virginia Tech and support the institution in a manner that is aligned with the passions of the alumni.

Dr. Khansa's keen skills in engaging alumni also converge with certain areas of her academic research. For example, in 2019, she coauthored and presented along with Mike Clarke, a distinguished Pamplin alumnus and Pamplin Advisory Council Cabinet Chair, at the Southern Business Administration Association (SBAA) Summer Educators' Workshop. Their presentation "Agility and Vision for Rapid Lasting Change in Business and Business School" gave the workshop's participants the combined perspectives of the business executive and academic. Dr. Khansa's ability to serve as a point of connectivity between academic research and the alumni community is one of her foremost talents.

Perhaps less tangible, but clearly impactful, is the tone of the relationships Dr. Khansa has built with so many alumni. Among alumni circles, Dr. Khansa is viewed as a kind and warm friend who can be called upon for advice, guidance and as someone to listen and confide in. Briefly put, she is a true and trusted friend of the alumni community, and she is someone whose leadership inspires confidence among alumni.

**STUDENT SUCCESS**

An Alumni Distinguished Professor must possess a passion for supporting student success, and that focus is the north-star of Dr. Khansa's values, and her compass does not waver from that center. For many years she has served as Associate Dean of Students for the Pamplin College of Business. In this leadership role she has shaped and cultivated the student experience of tens of thousands of Virginia Tech graduates. In her work supporting students in the broader university community, she has impacted even more. Dr. Khansa reorganized Pamplin's Undergraduate Programs by assigning the most productive team members to accountable leadership roles and hiring and promoting people to better align with emerging opportunities. This resulted in a greater sense of engagement among her team, in turn resulting in higher student satisfaction.
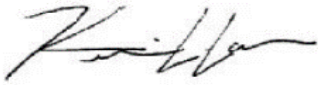
Dr. Khansa also recognizes the strong link that exists between student experience and alumni engagement, and she actively seeks opportunities to link the two communities. As faculty advisor for the Pamplin Dean's Advisory Board of Students, Dr. Khansa regularly connects high performing students with influential alumni who can advise and guide the students. She also supports student business fraternity organizations like Delta Sigma Pi in similar ways. Ultimately, Dr. Khansa demonstrates through action that she cares very deeply about nurturing relationships between students and alumni, which in turn advances a sense of affinity among the university community. Informally, Dr. Khansa is frequently referred to by Pamplin alumni as a second 'mother' for Pamplin students, which is yet another example of the sincere care with which she serves students and inspires confidence among alumni. The alumni community looks upon her with a genuine sense of gratitude for her work with students and the contribution she makes to their experience at Virginia Tech.

* * * * * *

When asked about the impact that Dr. Khansa has made across the Virginia Tech community, and also specifically in the relationship between Virginia Tech and Deloitte, our people consistently speak of Dr. Khansa's ability to engage with alumni, effectively guide and motivate students, and the professional and academic acumen which she possesses.  Dr. Khansa lives the Virginia Tech motto of Ut Prosim every day — giving back to others while supporting the university.  For Dr. Khansa, service is clearly her creed.

As proud Virginia Tech graduates and on behalf of all Deloitte Hokies, we recommend our friend and colleague, Dr. Lara Khansa, for the prestigious Virginia Tech Alumni Distinguished Professor designation.  Thank you for your consideration.
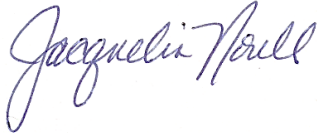
Very truly yours,

**Kevin Lane,**
Principal
Deloitte Transactions & Business Analytics LLP

ACIS 1995
MACIS 2000

Enthusiastically joined by:

| | | |
|---|---|---|
| **Jackie Norell,** | **Cyrus Beheshti,** | **Deborah Golden,** |
| Managing Director | Managing Director | Principal |
| Deloitte Consulting LLP | Deloitte & Touche LLP | Deloitte & Touche LLP |
| | | |
| CHEM 1998 | BIT 2004 | FIN 1994 |
| MBA FIN 2001 | | |

| | | |
|---|---|---|
| **Gary Cole,** | **Brian Maloney,** | **Tim Chase,** |
| Principal | Partner | Retired Principal |
| Deloitte Consulting LLP | Deloitte & Touche LLP | Deloitte Consulting LLP |
| | | |
| FIN/BIT 1992 | ACIS 1995 | ISE 1986 |
| | | MBA FIN 1991 |

| **Course:** | BIT_5564_60497_202106: Healthcare Information Tech-BIT_5564_60497_202106 |

**Instructor:** Nicholas James Brown,Dr. Lara Khansa *

**Response Rate:** 63/64 (98.44 %)

---

**2 - 2A - What did the instructor do that most helped in your learning?**

**Dr. Lara Khansa**

| Response Rate | 46/64 (71.88%) |

• Feedback, too!

• Very organized material and lectures.

• She was very descriptive in what her expectations were for us

• Gave out all the materials necessary to do well in the class. Was very helpful throughout with answering all questions.

• Provided quality information and guides in order to pace myself along with this class.

• Her structure and flow of the lectures and powerpoint made the lessons easy to follow and ingest.

• -Provides a lot of feedback during Q&A session -Sets clear expectations for class assignments -Lecture videos were very well made and had a lot of good content and information -Slides were also very detailed

• This professor broke down all the information in ways that made it easy to learn

• I loved how organized and on top of things Dr. Khansa was. This really helped me stay organized and go through the course with clear expectations.

• Dr. Khansa has done a masterful job of synthesizing quality healthcare IT content including the lectures and instructional materials. It is obvious that she cares a great deal about this course and its impact on students both academically and professionally.

• Lecture powerpoints were very content full

• Helpful in clearing some of the confusion during live class session.

• Provided many resources and material for a better understanding.

• She compiled the relevant information for the exams into a PowerPoint. Would have helped if she used spell check.

• Professor Khansa has created great course and the lectures in each module cover the material in great depth. I have a better understanding of the course thanks to her lectures.

• Very detailed while explaining the presentation and slides

• N/A

• - We had little interactions with Dr. Khansa. But she is eager and very passionate and willing to help.

• Nothing. Seemed more concerned about students producing a quality paper that she could help get published versus students learning something in the course. Actually felt it was more about her getting notoriety as a researcher and being published than anything else.

• She was in every weekly session actively guiding students and answering questions.

• Dr. Khansa was on meetings however I interacted with Nick.

• Dr. Khansa was helpful with further clarification and elaboration on certain subject points throughout the lecture, which Nick would lead. If there was more info that needed to be demonstrated, Dr. Khansa would jump right in and make sure that the class fully understood what was to be expected.

• Nothing really

• Course content was well organized and delivered.

• N/A

• I quite honestly was not in very much contact with this instructor throughout the course, but whenever I emailed them, I got a helpful response and in a timely manner too.

• Always available for feedback and encourage us to do our best during the semester.

• N/A

• The Module lectures were well thought out and applicable to current healthcare challenges. I love her passion and love for what she does for this class and in this program. Often (good professors) are interested in their field however there are occasions when professors exude happiness about what they do and it is clearly shown in their interest in students wanting to learn. I appreciate her genuine interest in her students learning and becoming a positive contributing resource to the healthcare industry or whatever industry they find themselves serving in. I also liked the YouTube videos as supplemental learning and appreciate the time Dr. Khansa took to curate these videos for us.

• Helped to create a solid base of knowledge and split up the coursework load in a helpful manner.

• n/a

• Dr.Khansa provides a great mix of listening, speaking and a supportive learning environment. The weekly sessions with her and Nick were very informative. She is a calm and thoughtful teacher who supports and cares about her students.

• N/A

• Provided clear instructions and expectations.

• Dr. Lara Khansa was very helpful, willing to further explained topic matters

• She added Nick as her TA which was the most helpful thing she did. Well apart from creating the videos.

• Dr. Khansa's lecture materials are written clearly and very-well organized.

• Dr. Khansa was prepared to give guidance during the weekly Zoom meetings. I felt like I interacted with Nick a lot more than with Dr. Khansa.

• Nick did most of the work so I didnt really interact with Dr. Khansa

• I didn't interact with this person outside of videos that were pre-recorded in 2018....

• The lecture videos

• Did not interact with her as much, but she was helpful during the lectures

• Well designed course. Everything is clear and expectations are known. There are plenty of opportunities to catch up and improve your grade as well as learn a lot about the subject matter. I did learn much more about this subject matter as a result of this course.

• Dr. Khansa presented the topics clearly and always made sure the material was conveyed effectively.

• Lectures were useful.

| | |
|---|---|
| **Course:** | BIT_5564_60497_202106: Healthcare Information Tech-BIT_5564_60497_202106 |
| **Instructor:** | Nicholas James Brown,Dr. Lara Khansa * |
| **Response Rate:** | 63/64 (98.44 %) |

• Dr Khansa is also amazing with such a calm disposition. She was extremely articulate and her interest in seeing students succeed shined through the entire class. They made a power team. ;-)

**Course:** BIT_5564_60497_202106: Healthcare Information Tech-BIT_5564_60497_202106

**Instructor:** Nicholas James Brown,Dr. Lara Khansa *

**Response Rate:** 63/64 (98.44 %)

| 4 - 4A - What could you have done to be a better learner? | |
|---|---|
| Response Rate | 42/64 (65.62%) |

• Budgeted time each day and week for the material. There is not a lot of time in the course for how much material is covered

• I could have used the materials more when studying for the exams.

• I could have done deeper research on certain subjects that I took interest to.

• Spend more time on the discussion and time my work better to ensure I didnt run into doing everything the last day.

• There was a lot of content in the course, since it is a 6 week course, and I had to skim a lot of the readings to make sense of it. Had there been more time I would have taken more time to read through the content.

• Spent more free time studying

• I wish I would have put more time into the optional reading assignments.

• N/A - I am pleased with my academic performance in this course.

• Participated more in the Q&A sessions

• I have spending a lot of time doing homework for this class.

• I could have watched the optional videos provided as well.

• N/A

• The course is very detailed and demands 12-15 hours each week. I did not get a chance to go through the textbook. I wish I had more time in hand to cover the material.

• Starting early

• N/A

• Quit my full time job so I can take 2 summer classes lol

• Focused more on exams and less on the mandatory post on 3 different days a week.

• Add more to the discussions.

• Only taken this class instead of 2 at the same time.

• I could have been more engaging in the Q/A sessions on Monday nights and engaged with the live sessions.

• the clinical was not necessary and very cumbersome for just 6 weeks. Time spent doing nothing

• N/A

• I could have attended the zoom sessions more often.

• Crave our more time for deeper dive into the readings. There is so much valuable information in the course and the time is very limited. I have more independent learning.

• Attended all of the in-person check-in sessions.

• Read more and spent more time on project. Summer is tough with vacation and other travel that often happens when kids are out of school. I think I did okay and honestly wasn't expecting the shift in gears from a Spring/Fall type class to a split Summer class. I should be better prepared from a planning perspective for the next split Summer course. :)

• Perhaps been more readily available myself to explore some of the topics I was not writing on myself a little bit deeper, such as other discussions that I was not as familiar with.

• n/a

• I think I got a good understanding of this course and I could not have done better.

• Completed more of the discussions.

• Be more interested in the course material. It was difficult to stay engaged and find the motivation to put in my best effort as I found the course material to be very boring.

• I could have went to the live sessions and asked questions.

• Significantly more material is covered in a shorter period of time for this class - watching lectures earlier in the week would have been helpful.

• I could have done some more interaction in live Q&A sessions.

• Paid more attention to assignment instructions.

• It would have been better if the lectures were more up-to-date. I believe the modules were recorded in 2016, and a lot of the examples are out of date (ex Microsoft Health Vault). I think the examples would have been more relatable if they were current.

• This class had so much assignments, exams and labs, that it felt like I was doing whatever it takes to get a good grade rather than actually learning the material.

• What could you have done to be a better learner? STRAIGHT UP FUCK THIS QUESTION - SERIOUSLY? the ownership of learning is on the INSTRUCTOR to deliver information in a clear and concise method that does not require the student to self teach in anyway shape or form.

• Watched the lecture videos ahead of time

• studied more

• I think better time management would have contributed to a better learning process.

• I felt a bit rushed doing the juggle, so perhaps I could have taken the course when not condensed in the summer? The professors were absolutely incredible in laying out expectations, timelines, reminders etc.

| | |
|---|---|
| **Course:** | BIT_5564_60497_202106: Healthcare Information Tech-BIT_5564_60497_202106 |
| **Instructor:** | Nicholas James Brown,Dr. Lara Khansa * |
| **Response Rate:** | 63/64 (98.44 %) |

---

**5 - 5A - Please add any additional comments regarding the course and/or instructor here:**

**Dr. Lara Khansa**

| Response Rate | 26/64 (40.62%) |
|---|---|

• Everything that is needed to succeed is available and organized.

• She's very knowledgeable and I appreciate her teachings

• Instuctions on the lab could be a bit more clearer but all in all I was able to complete them.

• Thanks for summarizing the work in the modules to allow best use of our time.

• I can tell Dr. Khansa is very passionate about her class and in helping her students thrive. She sets high standards and expects very well of students because she cares about their efforts. Because of these expectations, I have pushed myself to work harder in class and have thus learned a lot about healthcare IT!

• Dr. Khansa was great as well, really enjoyed her course.

• Excellent

• Pleasant instructor

• Assignments were not thought out and were very unclear. Directions not stated clearly. Had to give students an opportunity to redo an assignment which was nice, but this would not have been an issue if she had written out the directions in the first place. Typos in the lecture slides and assignments made it difficult to follow. Exams were basically a scavenger hunt for the correct answer from the PowerPoints. This class needs to be revamped. If Nick were not the TA, I would have dropped the class. 25-30 page paper seems a lot for a 6 week class.

• Thank you Prof Khansa. I enjoyed the course. I wish the modules were a little less packed with the lectures, video and assignments and a semester long project. Overall i enjoyed the course.

• Very knowledgeable about the subject

• N/A

• Thanks for the course! This is eye opening to me and gave me opportunity to think and reflect my potential career in HIT!

• the quiz had such a short time for the amount of questions. Literally a minute and a half per question . Not fair

• N/A

• She was very helpful whenever I reached out to her.

• The lectures need to be updated. We shouldn't be seeing Netscape screenshots -- it makes me feel like we're missing out on all the information/technology advancements that have happened since 2008. The slides *really* need to be updated to reflect 2021 HIT.

• Nick and Dr. Khansa were both fantastic to listen to and learn from during this course. I accomplished a lot in a short time and the only thing I wish to be different would be the opportunity to slow down and have a full semester. I enjoyed the course so much that I would have liked more time to read, absorb, and even do some research for additional self learning. Having the slide decks and YouTube videos will be excellent resources when I have downtime.

• n/a

• Dr. Khansa is a wonderful teacher.

• Thanks for a great class!

• The material was presented in a very unengaging manner and the course content was way too high level. I don't feel like I walked away from this course with any practical skills or knowledge that could help me land a job in the HIT industry. The labs felt like a waste of time and just busy work as they simply required you to mindlessly complete steps using outdated software that's rarely utilized in the industry and take screenshots of those steps. The lab prompts were not clear and weren't written in a consistent manner. The labs often times had students completing the same exact steps 4-5 times in the same lab which proved to be a major waste of time and was very aggravating. The final lab prompts were often very confusing and it was difficult to get assistance on them. The lecture slides were ridden with grammatical errors which made their content difficult to understand at times. The exam questions came directly from the slides oftentimes practice exam questions came up on the actual exam. This allowed students to use powerpoint's content search functionality to find all of the answers to exam questions instead of actually studying for the exam.

• I felt that this course was "extremely" time crunched into 6 weeks. Ideally this course should spread across 8 weeks just like all the other courses. I felt extremely hectic trying to deal with 3-4 assignments and discussion and labs per week along with the research paper work that we did.

• Please for the love of god expand upon the topics in the the recorded lectures instead of reading from a script.

• Really should consider allowing the research project to be outside of a group setting if individuals are willing to attempt it. The project along-side attempting to keep a team focused and coordinated was daunting considering the short amount of time. Also, I think I could've completed the same page count and got a better grade in the course had I not been coordinating team efforts for most of the class period. I enjoyed everything about this course except for the group project.

• Dr. Khansa also incredible and so bright. I'm not sure how she knows so much! She could recite any detail on slides across the 6 modules! Dr. Khansa had such passion for the topic and really wanted to see the students be successful. I would love to see VT train other professors to adopt their model in prep and execution of courses to include their: planning, communication, material, engagement and mentorship. They are by far the best professors I've had thus far.

---

**6 - 6A - How would you rate the physical environment in which you took this class based upon your ability to see, hear, concentrate, and participate?**

| Response Option | Weight | Frequency | Percent | Percent Responses | Means | | |
|---|---|---|---|---|---|---|---|
| Very Bad | (1) | 0 | 0.00% | | 5.34 | 5.22 | 5.11 |
| Bad | (2) | 0 | 0.00% | | | | |
| Poor | (3) | 0 | 0.00% | | | | |
| Fair | (4) | 8 | 12.90% | | | | |
| Good | (5) | 25 | 40.32% | | | | |
| Very Good | (6) | 29 | 46.77% | | | | |
| | | | | 0  25  50  100 | Question | College | Department |

| Response Rate | Mean | STD | Median | College | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 62/64 (96.88%) | 5.34 | 0.70 | 5.00 | 609 | 5.22 | 0.85 | 5.00 | 286 | 5.11 | 0.90 | 5.00 |

**LARA Z. KHANSA**

*Sonny Merryman Professor of Business Information Technology &*
*Associate Dean, Pamplin College of Business, Virginia Tech*

EDUCATION

Ph.D., University of Wisconsin, Madison, Operations & Information Management, 2008.
M.B.A., University of Wisconsin, Madison, Finance & Investment Banking, 2003
M.S., University of Wisconsin, Madison, Electrical & Computer Engineering, 2000
B.S., American University of Beirut, Computer & Communications Engineering (with Distinction), 1998

ACADEMIC POSITIONS

Sonny Merryman Professor of Business Information Technology, Virginia Tech, 2020-present
Professor of Business Information Technology, Virginia Tech, 2019-present
Associate Professor of Business Information Technology (with tenure), Virginia Tech, 2013 - 19
Assistant Professor of Business Information Technology, Virginia Tech, 2008 - 13
Morgridge Distinguished Graduate Fellow, Wisconsin School of Business, UW, Madison, 2005 - 08
Graduate Instructor, Wisconsin School of Business, University of Wisconsin, Madison, 2003 - 08
Graduate Teaching Assistant, Wisconsin School of Business, University of Wisconsin, Madison, 2002 - 03
Graduate Teaching Assistant, College of Engineering, University of Wisconsin, Madison, 1998 - 2000

ADMINISTRATIVE APPOINTMENTS

2017 - Present
Associate Dean for Undergraduate Programs, Pamplin College of Business, Virginia Tech

As the Associate Dean for Undergraduate Programs in Pamplin, I provide leadership and direction to the academics of undergraduate education and undergraduate services including academic advising, student recruitment, student success, career services, and international business programs. I lead daily functions associated with Pamplin's Undergraduate Programs office and manage existing operations with input from the Undergraduate Programs team, academic departments, Pamplin's Academic Committee members, the university, alumni, and other groups. In addition, representing Pamplin at various events and meetings, including at university-wide alumni events and fundraising functions, has constituted a significant part of my responsibilities.

Over the past six years, I have led undergraduate programs with impressive results. I personally put effort into this responsibility, and I also work through my team and through collaboration with others. During my tenure as Associate Dean, Pamplin's reputation has improved tremendously, including with national rankings for specialties, majors, and the overall college. Pamplin has seen more applicants and enrolled students than ever, and the demographic of the class continues to show increased diversity including more underrepresented minority students, underserved students, and more out-of-state students. Placement for the 2020 and 2021 grads was very high—remarkable, despite a challenging job market as we have suffered through the pandemic. In addition, advising satisfaction reached a highest level of 92%. Below are some of my major accomplishments in this role.

- Promoted a sense of shared mission among my faculty and staff (25 in total). This effort included a

reorganization of Pamplin's Undergraduate Programs during which I assigned the most productive team members to accountable leadership roles and hired and promoted people to better align with opportunities as they presented themselves. This resulted in greater student satisfaction.

- Led the re-organization of Pamplin's undergraduate business curriculum so that more business courses are scheduled during the first two years of students' degrees. This has helped improve Pamplin's student experience and placement opportunities, thus achieving the best career placement ever for Pamplin—Placement rate reached 93% and median starting salary exceeded $60,000.

- Developed an enrollment/resource prediction model that has helped prepare for rapid changes in enrollment targets and processes during the university's enrollment management transition in 2017. This prediction enrollment model analyzed enrollment in each class that Pamplin offers over a multiyear horizon and proved particularly useful in predicting near term imbalances between demand and seat capacity.

- Spearheaded fundamental improvements in Pamplin students' success and retention through effecting a multiyear equitable freshman merit scholarship model that has allowed recruiting and retaining a diverse and highly qualified entering freshman class. This has enabled better use of scholarship funds and improved the scholarship awarding process, resulting in significant measurable improvements. These improvements include the size and demographics of Pamplin's incoming class of freshmen and other new students, and significant increases in yield, and student success and retention. During my tenure as associate dean, Pamplin's freshman to sophomore retention rate reached 95%—the highest of all colleges at the university.

- Streamlined the Office of International Programs in Pamplin. This has resulted in significant improvements in the quality of Pamplin's study abroad programs and has enabled establishing institutional level partnerships such as the partnership between Virginia Tech and the School of Economics and Management at Xidian University (XDU) in Xi'an, China. This VT-XDU partnership will not only provide a sustainable increase in student enrollment and increase the geographical and disciplinary diversity of the Pamplin student body, but it will also contribute to training future leaders to work cooperatively and lead world-class entrepreneurial ventures.

- Co-led the design and launch of *Impact*, a new Data Analytics Living Learning Community, in collaboration with the College of Science and Student Affairs' Living Learning Programs.

- Collected and analyzed data around assurance of learning and other key performance indicators, including student satisfaction, student success and retention, and student career placement, that were critical to Pamplin's AACSB accreditation visit in 2018. My efforts were important in making our case for the extension of AACSB accreditation as well as achieving more understanding of some of Pamplin's national rankings.

- Enabled the integration of the Real Estate Program into Pamplin including curriculum, recruiting, career services, and Pamplin committees and events. My efforts made integrating the program go smoothly despite differences in academic requirements, structures, and cultures.

- Brought together and mentored new student groups, such as the Deans Advisory Board of Students (DABS). DABS was developed with the goal of creating a more inclusive and accommodating environment in Pamplin so that students can reach their full potential. I have led the implementation of key recommendations and improvements suggested by DABS.

- Achieved tremendous success engaging with Pamplin alumni and donors, including the Pamplin Advisory Council and the Pamplin Student Engagement Committee. This effort included giving presentations to donors during high-impact events such as the Ut Prosim Society Weekend, the Virginia Tech Alumni Reunion Weekend, and Pamplin's Engagement Summit among many others.

2017
Director of Honors Development, Pamplin College of Business, Virginia Tech

- Represented the Pamplin College of Business on the working group charged with developing the

framework of the pilot Honors Technology/Business/Design curriculum. I served as one of the core faculty who designed this new curriculum and presented the concept to David Calhoun '79, President and Chief Executive Officer of the Boeing Company. The resulting Calhoun Honors Discovery Program (CHDP) combines disciplinary education with transdisciplinary breadth enabling a more holistic discovery process for students. The CHDP was made possible thanks in part to Mr. Calhoun's exceptional gift.

INDUSTRY EXPERIENCE

Software Design Engineer, Global Software Platform, GE Medical Systems, 2000 - 02

POSITIONS IN ACADEMIC AND PROFESSIONAL ORGANIZATIONS

Vice President of Finance, Southeast Decision Sciences Institute (SE DSI), 2014 - 16

MEMBERSHIP IN ACADEMIC AND PROFESSIONAL ORGANIZATIONS

United States Government Accountability Office (GAO) Educators Advisory Panel, 2019-present
The Association to Advance Collegiate Schools of Business (AACSB), 2019-present
Institute for Operations Research and the Management Sciences (INFORMS), 2012-present
Decision Sciences Institute (DSI), 2012-present
Association for Information Systems (AIS), 2012-present
Institute of Electrical and Electronics Engineers (IEEE), 1998-2003

RESEARCH AND COURSE DEVELOPMENT GRANTS

- Two-time recipient of Virginia Tech's competitive National Distinction raise for research excellence, 2016, 2021.

- "Prominence and Engagement: Different Mechanisms Regulating Continuance and Contribution in Online Communities" Pamplin Summer Research Grant, Pamplin College of Business, Virginia Tech, 2020 (duty: co-principal investigator).

- "Emergency Department Resilience to Disaster Level Overcrowding: A Component Resilience Framework for Analysis and Predictive Modeling" Pamplin Summer Research Grant, Pamplin College of Business, Virginia Tech, 2020 (duty: co-principal investigator).

- "Active Community Participation and Crowdworking Turnover: A Longitudinal Model and Empirical Test of Four Mechanisms " Pamplin Summer Research Grant, Pamplin College of Business, Virginia Tech, 2020 (duty: co-principal investigator).

- "To Cyberloaf or Not to Cyberloaf: The Impact of the Announcement of Formal Organizational Controls" Pamplin Summer Research Grant, Pamplin College of Business, Virginia Tech, 2017 (duty: co-principal investigator).

- "Proposing a Two-Wave Model of Crowdworking Behavior" Best Research Proposal Award Grant, Center for Business Analytics, Pamplin College of Business, Virginia Tech, 2016 (duty: sole investigator).

- "Development of a Healthcare Database Management Course for Distance Learning" Technology-Enhanced Learning and Online Strategies Grant, Virginia Tech, 2016, (duty: sole investigator).

- "Design of a Healthcare Information Technology Course for Distance Learning" Technology-Enhanced Learning and Online Strategies Grant, Virginia Tech, 2016, (duty: sole investigator).

- "Understanding Members' Active Participation in Online Question-and-Answer Communities: A Theory and Empirical Analysis" Pamplin Summer Research Grant, Pamplin College of Business, Virginia Tech, 2014 (duty: co-principal investigator).

- "Investigating the Impact of Confirmation Bias on Online Book Sales: Evidence from Amazon.com" Best Research Proposal Award Grant, Center for Business Analytics, Pamplin College of Business, Virginia Tech, 2014 (duty: sole investigator).

- "Impact of Prior Reviews on the Subsequent Review Process in Reputation Systems" Pamplin Summer Research Grant, Pamplin College of Business, Virginia Tech, 2013 (duty: co-principal investigator).

- "Development of a Healthcare Database Management Course for Distance Learning" Technology-Enhanced Learning and Online Strategies Grant, Virginia Tech, 2011 (duty: sole investigator).


## ACADEMIC AND PROFESSIONAL HONORS AND AWARDS

### Awards

- Mastery of Online Teaching certificate for outstanding course development and online teaching, Technology-Enhanced Learning and Online Strategies, 2017.

- Quality Matters certifications for online course development and teaching, 2012, 2016, 2017

- Morgridge Distinguished Graduate Fellowship given to top PhD candidate, Wisconsin School of Business, University of Wisconsin, Madison, 2006 - 2008.

- Wisconsin Vilas Fellowship, University of Wisconsin, Madison, 2007

- Wisconsin School of Business MBA scholarships given to top entering MBA candidate (GMAT: 97% among other distinguished credentials), University of Wisconsin, Madison, 2002 and 2003

- Hariri Foundation Fellowship – Covering all tuition, school expenses, and health insurance for 4 years of undergraduate engineering studies – American University of Beirut, Beirut, Lebanon, 1994 – 1998.

### Honors

- Finalist, International Search for the Dean of the Pamplin College of Business, 2022
  o Only internal candidate selected out of several who applied

- Invited speaker at the Ut Prosim Society Weekend, Virginia Tech, 2019
  o Presented "*Free Data Can Make You Richer*," Ut Prosim Society Weekend, Virginia Tech, Blacksburg, VA, 2019.

- Invited speaker at the Virginia Tech Alumni Reunion Weekend, Virginia Tech, 2019.
  - o Presented "*Free Data Can Make You Richer,*" Virginia Tech Alumni Reunion Weekend, Virginia Tech, Blacksburg, VA, 2019.

- Invited speaker at the Pamplin Engagement Summit 2019, Virginia Tech, 2019.
  - o Presented "*Funding and Research in Pamplin,*" Pamplin Engagement Summit 2019, Roanoke, VA, 2019.

- Invited speaker at the Southern Business Administration Association (SBAA) Summer Educators' Workshop, 2019.
  - o Co-presented "A*gility and Vision for Rapid Lasting Change in Business and Business Schools,*" Southern Business Administration Association (SBAA) Summer Educators' Workshop, Myrtle Beach, SC, 2019.

- Serving as a Calhoun Honors Discovery Program affiliated faculty. Responsibilities include supporting the development and delivery of program course modules around transdisciplinary education in collaborative technology innovation for societal impact, 2017 - present.

- Invited to serve on the University Honors College Faculty Working Group for envisioning the new Honors College curriculum 2023 and beyond, 2017 - 19.

- Invited to serve on the Steering Committee and the Strategic Planning Advisory Committee, as well as a co-chair of the Metrics and Rankings subcommittee during the 2018-2019 Virginia Tech strategic planning effort. Responsibilities included collaborating with key Virginia Tech-affiliated entities, including faculty, staff, students, alumni, partners and employers, to help develop The Virginia Tech Difference-Advancing beyond Boundaries strategic plan. This collaborative effort affirmed the university's vision, mission, strategic planning timeline and priorities, and goals and corresponding milestones, 2018 - 19.

- Invited to serve as the co-chair of the Discovering New Funding Models thematic area and on the Steering Committee of the Envisioning Virginia Tech-Beyond Boundaries Initiative to advance VT as a global land-grant leader, 2015 - 2016.

- Two-time invited speaker at the Business Information Technology Advisory Board Meeting, 2015 - 16.
  - o Presented "*The Duality of the Human Mind: Intuition and Rationality,*" Advisory Board Meeting, Department of Business Information Technology Pamplin College of Business, Blacksburg, VA, 2016.
  - o Presented "*Investigating the Impact of Author Popularity on Online Book Sales,*" Advisory Board Meeting, Department of Business Information Technology Pamplin College of Business, Mclean, VA, 2015.

- Invited speaker at the 2nd Annual OSEHRA Summit & Workshop, Bethesda, Maryland, 2013.

- Presented "*Best Practices in the Cloud-Based Open Source EHR,*" 2nd Annual OSEHRA Summit & Workshop, Bethesda, Maryland, 2013.

- Invitee, Doctoral Consortium, 28th International Conference on Information Systems, Montreal, Canada, 2007.

- Invitee, 6th Big-Ten Information Systems Research Symposium, Purdue University, West Lafayette, IN, May 2007.

- International Honor Society Beta Gamma Sigma, University of Wisconsin, Madison, 2003-present

## RESEARCH AND PUBLICATIONS

My research expertise emanates from my fascination with and personal affinity for technology as it relates to people, especially in the contexts of the humanities, behavioral sciences, and health sciences. These fields are seamlessly linked through my multidisciplinary education and industry experience. I am intrigued by how linkages between data science and technology can enhance and improve the quality of human life and society. My work as an information systems researcher lies where knowledge of technological artifacts and knowledge of human behavior and real-world social ecosystems meet.

I have made significant contributions to human-computer interaction (HCI) research, which is a broad behavioral field that spans a spectrum of disciplines and contexts. HCI research rests on the principle that specific social and environmental technological contexts drive user behavior. My HCI research has been focused on developing theories concerned with the construction and analysis of technological artifacts. These theories link the technological and social worlds and help to explain and understand their complex interactions. Like my investigation of HCI that focuses on the relationship between people, technology, and organizations, my second main research focus, healthcare analytics, centers on harnessing technology to improve the human condition. As an application-oriented interdisciplinary research area, healthcare analytics unites the standalone disciplines of data science and healthcare and takes a multifaceted approach toward broader sociotechnical, socioeconomic, and policy-related issues.

Principal Research Areas

Human-computer interaction: My contributions in the HCI area of research are defined by investigation into practical problems, nuanced contextualization, and application of numerous interdisciplinary theories (i.e., psychology, sociology, social learning theory, and labor economics). Online communities are my first area of focus within the context of the broader HCI literature. My online community research has been motivated by the difficulties that online communities face in energizing and sustaining their members' participation. These problems directly inspire my behavioral research into the motives behind participation and the mechanisms available to increase it. My second HCI focus area is driven by my curiosity around the subject of seemingly irrational decision making within the privacy and security domains. My work in this area is differentiated by my methodological rigor and my usage of longitudinal surveys or experimental designs to collect real data and measure actual behavior rather than behavioral intentions. This is especially important given that people tend to conceal their true intentions to commit deviant acts, including those related to technology misuse. I have also investigated the exceedingly challenging problem of phishing attacks. I drew on social cognitive theory to propose a theoretical explanation for a learning process that is successively influenced by actual experience with previous phishing messages (i.e., experiences) and educational campaigns (i.e., external stimuli). Moreover, in the organizational context, I have explored employee cyberloafing, or nonwork-related computing during business hours. This was the first research of its kind into how employees' perceptions and behaviors change after announcement of formal controls.

Healthcare analytics: My healthcare analytics research is the result of collaboration with medical professionals in Carilion Clinic in Roanoke, VA and in the University of Virginia's hospital in Charlottesville, VA, as well as with surgeons in the Department of Plastic Surgery at the Ohio State University Wexner Medical Center in Columbus. In this research, I collected and analyzed real healthcare data and proposed solutions to real problems, such as ways to reduce postoperative complications, made recommendations for more equitable healthcare, and suggested how to avoid and remedy musculoskeletal injuries in surgeons. Not only does my healthcare analytics work make numerous contributions to the medical profession, but it also has policy implications related to access to healthcare. For example, I evaluated the short- to intermediate-term effects of

the Affordable Care Act on payer distribution and reimbursement rate for maxillofacial trauma surgery and hand surgery, both of which have had the lowest reimbursement rates and the highest rates of uninsured. I have also researched healthcare operations management (e.g., resilience of hospitals' emergency operations). I modelled the resilience of healthcare ecosystems in the face of rapid surges in patients that can cause delays detrimental to patient health and satisfaction. To define and predict disaster-level overcrowding, I examined the performance of the Carilion Clinic's emergency department across 13 disaster-level events and evaluated the factors behind their separate impacts on surges in patients.

Refereed Journal Articles

Note: * indicates corresponding author; underscore indicates student collaborator (when significant portion of research was conducted)

Kwak, D-H, S. Lee, X. Ma, J. Lee, L. Khansa, A. Brandyberry (2021), "Announcement of Formal Controls as Phase-Shifting Perceptions: Their Determinants and Moderating Role in the Context of Mobile Loafing," Internet Research, accepted on 7/5/2021; https://www.emerald.com/insight/content/doi/10.1108/INTR-10-2020-0581/full/html

Kuem, J.*, S. Ray, P-F Hsu, and L. Khansa (2021), "Smartphone Addiction and Conflict: An Incentive-Sensitization Perspective of Addiction for Information Systems," European Journal of Information Systems, 30, 4, pp. 403-424 ('A' journal in BIT; one of 8 journals in the Senior Scholars' Basket of information systems journals; 5-year impact factor: 5.131); https://www.tandfonline.com/doi/abs/10.1080/0960085X.2020.1803154

Ma, X.*, J. Kuem, J. Hou, L. Khansa, and Z. Zhu (2020), "Are All Contributions Equal? Investigating the Role of Community Participation in Crowdwork," Decision Sciences, accepted on 7/6/2020 ('A' journal in BIT; 5-year impact factor: 3.000); https://onlinelibrary.wiley.com/doi/abs/10.1111/deci.12471

Kuem, J., L. Khansa*, and S.S. Kim (2020), "Prominence and Engagement: Different Mechanisms Regulating Continuance and Contribution in Online Communities," Journal of Management Information Systems, 37, 1, pp. 162-190 (elite publication in the Pamplin College of Business; Financial Times FT50; 5-year impact factor: 5.399); https://www.tandfonline.com/doi/abs/10.1080/07421222.2019.1705510

Davis, Z.*, C.W. Zobel, L. Khansa, and R. Glick (2019), "Emergency Department Resilience to Disaster Level Overcrowding: A Component Resilience Framework for Analysis and Predictive Modeling," Journal of Operations Management, accepted 2/5/2019 (UT Dallas list of journals; Elite publication in the Pamplin College of Business; 5-year impact factor: 10.064); https://onlinelibrary.wiley.com/doi/10.1002/joom.1017

Ma, X., L. Khansa*, and S.S. Kim (2018), "Active Community Participation and Crowdworking Turnover: A Longitudinal Model and Empirical Test of Four Mechanisms," Journal of Management Information Systems, 35, 4, pp. 1-34 (elite publication in the Pamplin College of Business; Financial Times FT50; 5-year impact factor: 5.399); This publication was ranked Top Ten for downloads in SSRN's eBusiness & eCommerce eJournal (July 20, 2018); https://doi.org/10.1080/07421222.2018.1523587

Khansa, I.*, Khansa, L., Westvik, T. S., Ahmad, J., Lista, F., & Janis, J. E. (2018). "Reply: An Intraoperative 3D Imaging System for Better Image Sharing and Protection of Reconstructive Surgeons' Neck," Plastic and Reconstructive Surgery, 142, 5, 812e-813e (5-year impact factor 3.798); https://doi.org/10.1097/PRS.0000000000004956

Khansa, I.*, R. Jefferson, L. Khansa, and J.E. Janis (2018), "Optimal Pain Control in Abdominal Wall Reconstruction," Plastic and Reconstructive Surgery, 142, 3S, pp. 142S-148S (5-year impact factor 3.798); https://doi.org/10.1097/PRS.0000000000004870

Wilson, K. and L. Khansa* (2018), "Migrating to Electronic Health Record Systems: A Comparative Study between the United States and the United Kingdom," Health Policy, 122, 11, pp. 1232-1239 (5-year impact factor 2.581); https://doi.org/10.1016/j.healthpol.2018.08.013

Dominiczak, J. and L. Khansa* (2018), "Principles of Automation for Patient Safety in Intensive Care: Learning From Aviation," Joint Commission Journal on Quality and Patient Safety, 44, 6, pp. 366-371; https://doi.org/10.1016/j.jcjq.2017.11.008

Khansa, I.*, L. Khansa, J. Meyerson, and J.E. Janis (2018), "Optimal Use of Surgical Drains: Evidence-Based Strategies," Plastic and Reconstructive Surgery, 141, 6, pp. 1542-1549 (5-year impact factor 3.798); https://doi.org/10.1097/PRS.0000000000004413

Khansa I., L. Khansa, G.D. Pearson, and Jain, S.A.* (2018), "Effects of the Affordable Care Act on Payer Mix and Physician Reimbursement in Hand Surgery," Journal of Hand Surgery, forthcoming (5-year impact factor 1.940); https://doi.org/10.1016/j.jhsa.2018.02.032

Khansa, I.*, L. Khansa, T.S. Westvik, J. Ahmad, F. Lista, and J.E. Janis (2018), "Work-Related Musculoskeletal Injuries in Plastic Surgeons in the United States, Canada and Norway," Plastic and Reconstructive Surgery, 141, 1, pp. 165e – 175e (5-year impact factor 3.798); https://doi.org/10.1097/PRS.0000000000003961

Khansa, L., R. Barkhi*, S. Ray, and Z. Davis (2018), "Cyberloafing in the Workplace: Mitigation Tactics and their Impact on Individuals' Behavior," Information Technology and Management, forthcoming (5-year impact factor 1.805); https://doi.org/10.1007/s10799-017-0280-1

Casselman, J. , N. Onopa, and L. Khansa* (2017), "Wearable Healthcare: Lessons from the Past and A Peak into the Future," Telematics and Informatics, 34, 7, pp. 1011 – 1023 (5-year impact factor 3.500); https://doi.org/10.1016/j.tele.2017.04.011

Khansa, L.*, J. Kuem, S.S. Kim, and M. Siponen (2017), "To Cyberloaf or Not to Cyberloaf: The Impact of the Announcement of Formal Organizational Controls," Journal of Management Information Systems, 34, 1, pp. 141 – 176 (elite publication in the Pamplin College of Business; Financial Times FT50; 5-year impact factor: 5.399); https://doi.org/10.1080/07421222.2017.1297173

McWhorter, J., L. Brown, and L. Khansa* (2017), "A wearable health monitoring system for posttraumatic stress disorder," Biologically Inspired Cognitive Architectures, 22, pp. 44 – 50 (5-year impact factor 0.684); https://doi.org/10.1016/j.bica.2017.09.004

Davis, Z. and L. Khansa* (2016), "Evaluating the Epic electronic medical record system: A dichotomy in perspectives and recommendations," Health Policy and Technology, 5, 65 – 73 (5-year impact factor 1.112); https://doi.org/10.1016/j.hlpt.2015.10.004

Janis J.E.*, L. Khansa, and I. Khansa (2016), "Strategies for Postoperative Seroma Prevention: A Systematic Review," Plastic and Reconstructive Surgery, 138, 1, pp. 240 – 252 (5-year impact factor 3.798); https://doi.org/10.1097/PRS.0000000000002245

Khansa I.*, L. Khansa, and G.D. Pearson (2016), "Patient Satisfaction after Rhinoplasty: A Social Media Analysis," Aesthetic Surgery Journal, 36, 1, pp. 1 – 5 (5-year impact factor 2.824); https://doi.org/10.1093/asj/sjv095

Khansa, I.*, L. Khansa, and G.D. Pearson (2016), "Surgeon Reimbursements in Maxillofacial Trauma

Surgery: Effect of the Affordable Care Act in Ohio," Plastic and Reconstructive Surgery, 137, 2, pp. 1 – 6 (5-year impact factor 3.798); https://doi.org/10.1097/01.prs.0000475772.91525.26

Khansa, L.*, Z. Davis, H. Davis, A. Chin, H. Irvine, L. Nichols, J. Lang, N. MacMichael (2016), "Health Information Technologies for Patients with Diabetes," Technology in Society, 44, pp. 1 – 9; https://doi.org/10.1016/j.techsoc.2015.11.001

Khansa, L.* (2015), "M&As and Market Value Creation in the Information Security Industry," Journal of Economics and Business, 82, pp. 113 – 134; https://doi.org/10.1016/j.jeconbus.2015.07.003

Khansa, L.*, X. Ma, D. Liginlal, and S.S. Kim (2015), "Understanding Members' Active Participation in Online Question-and-Answer Communities: A Theory and Empirical Analysis," Journal of Management Information Systems, 32, 2, pp. 162 – 203 (elite publication in the Pamplin College of Business; Financial Times FT50; 5-year impact factor: 5.399); https://doi.org/10.1080/07421222.2015.1063293

Ma, X., L. Khansa*, Y. Deng, and S.S. Kim (2014), "Impact of Prior Reviews on the Subsequent Review Process in Reputation Systems," Journal of Management Information Systems, 30, 3, pp. 279 – 310 (elite publication in the Pamplin College of Business; Financial Times FT50; 5-year impact factor: 5.399); https://doi.org/10.2753/MIS0742-1222300310

James, T.*, L. Khansa, D. Cook, O. Bruyaka, K.B. Keeling (2013), "Using Network-Based Text Analysis to Analyze Trends in Microsoft's Security Innovations," Computers & Security, 36, pp. 49 – 67 (5-year impact factor 2.862); https://doi.org/10.1016/j.cose.2013.02.004

Khansa, L.* and C.W. Zobel (2014), "Assessing Innovations in Cloud Security," Journal of Computer Information Systems, 54, 3, pp. 45 – 56 (5-year impact factor 1.665); https://doi.org/10.1080/08874417.2014.11645703

Zobel, C.W.* and L. Khansa (2014), "Characterizing Disaster Resilience," Computers & Operations Research, 42, pp. 83 – 94 (5-year impact factor 3.174); https://doi.org/10.1016/j.cor.2011.09.024

Sim, I., D. Liginlal, and L. Khansa* (2013), "Information Privacy Situation Awareness: Construct and Validation," Journal of Computer Information Systems, 53, 1, pp. 57 – 64 (5-year impact factor 1.665); https://www.tandfonline.com/doi/abs/10.1080/08874417.2012.11645597

Khansa, L.*, D. Cook, T. James, O. Bruyaka (2012), "Impact of HIPAA Provisions on the Stock Market Value of Healthcare Institutions, and Information Security and other Information Technology Firms," Computers & Security, 31, 6, pp. 750 – 770 (5-year impact factor 2.862); https://doi.org/10.1016/j.cose.2012.06.007

Khansa, L.*, J. Forcade, G. Nambari, S. Parasuraman, and P. Cox (2012), "Proposing an Intelligent Cloud-Based Electronic Health Record System," International Journal of Business Data Communications & Networking, 8, 3, pp. 57 – 71; https://doi.org/10.4018/jbdcn.2012070104

Khansa, L.* and D. Liginlal (2012), "Regulatory Influence and the Imperative of Innovation in Identity and Access Management," Information Resources Management Journal, 25, 3, pp. 78 – 97; https://doi.org/10.4018/irmj.2012070104

Khansa, L.* and D. Liginlal (2012), "Whither Information Security? Examining the Complementarities and Substitutive Effects among IT and Information Security Firms," International Journal of Information Management, 32, 3, pp. 271 – 281 (5-year impact factor 4.81); https://doi.org/10.1016/j.ijinfomgt.2011.11.015

Khansa, L.*, C.W. Zobel, and G. Goicochea (2012), "Creating a Taxonomy for Mobile Commerce Innovations using Social Network and Cluster Analyses," International Journal of Electronic Commerce, 16, 4, pp. 19 – 52 (5-year impact factor 5.101); https://doi.org/10.2753/JEC1086-4415160402

Liginlal, D.*, I. Sim, L. Khansa, and P. Fearn (2012), "HIPAA Privacy Rule Compliance: An Interpretive Study Using Norman's Action Theory," Computers & Security, 31, 2, pp. 206 – 220 (5-year impact factor 2.862); https://doi.org/10.1016/j.cose.2011.12.002

Zobel, C.W. and L. Khansa* (2012), "Quantifying Cyberinfrastructure Resilience against Multievent Attacks," Decision Sciences, 43, 4, pp. 687 – 710 ('A' journal in BIT; 5-year impact factor: 3.000); https://doi.org/10.1111/j.1540-5915.2012.00364.x

Khansa, L.* and D. Liginlal (2011), "Predicting Stock Market Returns from Malicious Attacks: A Comparative Analysis of Vector Autoregression and Time-Delayed Neural Networks," Decision Support Systems, 51, 4, pp. 745 – 759 (5-year impact factor 4.574); https://doi.org/10.1016/j.dss.2011.01.010

Kim, B.C.*, L. Khansa, and T. James (2011), "Individual Trust and Consumer Risk Perception," Journal of Information Privacy and Security, 7, 3, pp. 3 – 22; https://doi.org/10.1080/15536548.2011.10855915

James, T., L. Khansa*, D. Cook, and D. Liginlal (2011), "Technology and U.S. Politics," IEEE Technology and Society, 30, 1, pp. 20 – 27 (5-year impact factor 1.144); https://ieeexplore.ieee.org/document/5725606

Khansa, L.*, T. James, and D. Cook (2010), "Acceptance, Use, and Influence of Political Technologies among Youth Voters in the 2008 US Presidential Election," International Journal of E-Politics, 1, 4, pp. 1 – 21; https://doi.org/10.4018/jep.2010100101

Liginlal, D.*, L. Khansa, and S. Chia (2010), "Using Real Options Theory to Evaluate Strategic Investment Options for Mobile Content Delivery," International Journal of Business Data Communications & Networking, 6, 1, pp. 17 – 37; https://doi.org/10.4018/jbdcn.2010010102

Khansa, L.* and D. Liginlal (2009), "Quantifying the Benefits of Investing in Information Security," Communications of the ACM, 52, 11, pp. 113 – 117 (5-year impact factor 5.29); https://www.doi.org/10.1145/1592761.1592789

Khansa, L.* and D. Liginlal (2009), "Valuing the Flexibility of Investing in Security Process Innovations," European Journal of Operational Research, 192, 1, pp. 216 – 235 (5-year impact factor 3.960); https://doi.org/10.1016/j.ejor.2007.08.039

Liginlal, D.*, I. Sim, and L. Khansa (2009), "How Significant is Human Error as a Cause of Privacy Breaches? An Empirical Study and a Framework for Error Management," Computers & Security, 28 (3-4), pp. 215 – 228 (5-year impact factor 2.862); https://doi.org/10.1016/j.cose.2008.11.003

Manuscripts under Review in Refereed Journals

Zhang, Z., W. Wang*, L. Khansa, and S.S. Kim, "Actual Private Information Disclosure in Online Social Network Sites: A Reflective-Impulsive Model," under 3rd review in the Journal of AIS ('A' journal in BIT; one of 8 journals in the Senior Scholars' Basket of information systems journals; 5-year impact factor: 5.57).

Kuem, J.*, L. Khansa, S. Goel, S. Pan, "Generic or Specific Announcement? Three Experiments on the Effects of Antiphishing Campaigns," under review in the Journal of Information Technology ('A' journal in BIT; one of 8 journals in the Senior Scholars' Basket of information systems journals; 5-year impact factor: 5.15).

Conferences, Workshops, and Refereed Proceedings

Clarke, M., L. Khansa, R. Sumichrast (2019). "Agility and Vision for Rapid Lasting Change in Business and Business Schools," Southern Business Administration Association (SBAA) Summer Educators' Workshop, Myrtle Beach, SC.

Lee, S., A. Kwak, Y. Tu, X. Ma, and L. Khansa (2019). "Announcement of Formal Control as a Phase-Shifting Perception and Its Moderating Role in the Context of Mobile-Loafing," in *Proceedings. European Conference on Information Systems (ECIS)*, Stockholm, Sweden.

Zhang, Z., W. Wang, L. Khansa, and S.S. Kim (2018), "Actual Privacy Self-Disclosure on Online Social Network Sites: Reflective-Impulsive Model," in *Proceedings. European Conference on Information Systems (ECIS)*, Portsmouth, United Kingdom.

Davis, Z. , Q. Du, G.A. Wang, C.W. Zobel, and L. Khansa (2017), "Online Health Communities: The Impact of Social Support on the Health State of People with Chronic Illness," in *Lecture Notes in Computer Science*, 10347, pp. 184 – 188, Hong Kong, China: Springer Verlag.

Davis, Z. , L. Khansa, and C.W. Zobel (2017), "Quantifying Resilience against Emergency Department Overcrowding," *POMS 2017, 28th Annual Conference*, Seattle, WA, 5-8 May, 2017.

Ma, X., L. Khansa, and J. Hou, (2016), "Toward a Contextual Theory of Turn-Away Intention in Online Crowdworking," in *Proceedings of the Thirty Seventh International Conference on Information Systems*, Dublin, Ireland.

Khansa, I., L. Khansa, and G.D. Pearson, (2015), "Professional Reimbursements in Maxillofacial Trauma Surgery: Effect of the Affordable Care Act," Plastic and Reconstructive Surgery, 136, 4, pp. 138 – 139.

Kim, K., L. Khansa, and S.S. Kim (2015), "Does Rich Content Make Online Reviews Better? An Empirical Study Using Text Analysis," in *Proceedings of the 25th Workshop on Information Technologies and Systems*.

Khansa, L. (2013), "The Best Practices in the Cloud-Based Open Source EHR," in *Proceedings of the Second Annual OSEHRA Summit & Workshop*, Bethesda, MD.

Khansa, L. and D. Liginlal (2009), "Has Decreasing Innovation Hurt the Stock Price of Information Security Firms? A Time Series Analysis," in *Proceedings of the 15th Americas Conference on Information Systems (AMCIS 2009)*, San Francisco, CA, Paper 784.

Khansa, L. and D. Liginlal (2009), "Will the Information Security Industry Die? Applying Social Network Analysis to Study Industry Convergence," in *Proceedings of the 15th Americas Conference on Information Systems (AMCIS 2009)*, San Francisco, CA, Paper 523.

D. Liginlal and L. Khansa (2009), "Privacy and E-Authentication: The Dangers of Self-Disclosure in Social Networks," in *Proceedings of the Pre-ICIS WeB 2009 8th Workshop on E-Business: Exploring the grand challenges for next generation e-business*, Phoenix, AZ, pp. 166 – 176.

D. Liginlal, I. Sim, L. Khansa, and P. Fearn (2009), "Human Error in Healthcare Organizations: Causes and Management Strategies," in *Proceedings of the 15th Americas Conference on Information Systems (AMCIS 2009)*, San Francisco, CA, Paper 406.

Khansa, L. and D. Liginlal (2007), "Access Granted: The Imperative of Innovation and Standardization in Information Security," in *Proceedings of the IEEE International Conference on Engineering Management (IEMC 2007)*, Austin, TX, pp. 101 – 107.

Khansa, L. and D. Liginlal (2009), "The Influence of Regulations on Innovation in Information Security," in *Proceedings of the 13th Americas Conference on Information Systems (AMCIS 2007)*, Keystone, CO, Paper 180.

Khansa, L. (2007), "Information Security Economics: An Investigation of Demand-Driven Innovation and Market Value," in *Proceedings of the 13th Americas Conference on Information,* Keystone, CO.

Khansa, L. and D. Liginlal (2005), "Valuing Investments in Security Process Innovations," in *Proceedings of the International Conference on Operations Research Applications in Infrastructure Development*, Bangalore, India.

Refereed Book Chapters

Khansa, L., T. James, and D. Cook (2012), "Acceptance, Use, and Influence of Political Technologies among Youth Voters in the 2008 US Presidential Election," in Livermore, C. (ed.), *E-Politics and Organizational Implications of the Internet: Power, Influence and Social Change*, IGI Global, pp. 133 – 155.

Liginlal, D., L. Khansa, and S. Chia (2011), "Using Real Options Theory to Evaluate Strategic Investment Options for Mobile Content Delivery: A Case Study," in Saha, D., and V. Sridhar (eds.) *Next Generation Data Communication technologies: Emerging Trends*, Chapter 15, IGI Global, pp. 310 – 331.

Liginlal, D. and L. Khansa (2011), "Privacy and E-Authentication: The Dangers of Self-Disclosure in Social Networks," in Sharman, R., H.R. Raghav and T.S. Raghu (eds.) Exploring the *Grand Challenges for Next Generation E-Business*, *Lecture Notes in Business Information Processing,* 52, Springer-Verlag, pp. 166 – 176.

Liginlal, D., L. Khansa, and J. Landry (2010), "Collaboration and Compliance in Healthcare: A Threat Modeling Case Study," in Whitman, M. and Mattord, H. (eds.), *Readings & Cases in Information Security: Law & Ethics*, pp. 327 – 352.

Liginlal, D., L. Khansa, and J. Landry (2010), "Collaboration, Innovation, and Value Creation –The Case of Wikimedia's Emergence as the Center for Collaborative Content," in Becker, S.A. and R. Niebuhr (eds.), *Cases on Technology Innovation: Entrepreneurial Successes and Pitfalls*, IGI Global, pp. 193 – 208.

Invited Presentations

- "*Funding and Research in Pamplin,*" Pamplin Engagement Summit 2019, Roanoke, VA, 2019.

- "*Recruiting, Retention, and Placement of Finance Major*s," Pamplin Engagement Summit 2019, Roanoke, VA, 2019.

- "*Free Data Can Make You Richer,*" Ut Prosim Society Weekend, Virginia Tech, Blacksburg, VA, 2019; and Reunion Weekend, Virginia Tech, Blacksburg, VA, 2019.

- "*Agility and Vision for Rapid Lasting Change in Business and Business Schools,*" Southern Business Administration Association (SBAA) Summer Educators' Workshop, Myrtle Beach, SC, 2019.

- *"The Duality of the Human Mind: Intuition and Rationality,"* Advisory Board Meeting, Department of Business Information Technology Pamplin College of Business, Blacksburg, VA, 2016.

- *"Investigating the Impact of Author Popularity on Online Book Sales,"* Advisory Board Meeting, Department of Business Information Technology Pamplin College of Business, Mclean, VA, 2015.

- *"Best Practices in the Cloud-Based Open Source EHR,"* 2nd Annual OSEHRA Summit & Workshop, Bethesda, Maryland, 2013.

- *"Information Security Economics: An Investigation of Demand-Driven Innovation and Market Value,"* Doctoral Consortium, 28th International Conference on Information Systems, Montreal, Canada, 2007.

- *"Information Security Economics: An Investigation of Demand-Driven Innovation and Market Value,"* 6th Big-Ten Information Systems Research Symposium, Purdue University, West Lafayette, IN, 2007.

## TEACHING

### Courses Taught (Virginia Tech)

- ACIS 5574 – Healthcare Data Management (Graduate Level)
- BIT 5564 – Healthcare Information Technology (Graduate Level)
- BIT 7994 – Research and Dissertation (Graduate Level)
- BIT 5974 – Independent Study (Graduate Level)
- BIT 3464 - Enterprise Planning & Control Systems
- BIT 4474 - Global Operations & Information Technology
- BIT 2405 - Quantitative Methods I
- UH 4994H/16361 – Independent Study Honors
- UH 4994H/96084 – Independent Study Honors

### Courses Taught (University of Wisconsin, Madison)

*Wisconsin School of Business*

- OIM 705 – Data Analysis & Decision Making (Graduate Level)
- IS 765 – Information Security (Graduate Level)
- Fin 330 – Fixed Income and Derivative Securities
- Fin 325 – Corporation Finance

*The UW-Madison College of Engineering*

- ECE 170 – Electric Circuits I
- ECE 315 – Microprocessor Analysis & Design
- CS/ECE 352 – Digital Systems Fundamentals

### Curriculum Development

- Proposed and developed ACIS 5574 – Healthcare Data Management

Healthcare Database Management is a graduate-level course that I developed in 2016-17. This course teaches the foundational knowledge related to healthcare data and process management. It emphasizes the importance of data quality to patient care and safety and provides students with hands-on skills to assess and improve the quality of healthcare processes. The course is especially timely and relevant amidst stricter healthcare regulations calling for better healthcare quality and outcomes, and improved patient safety. In this course, students will get the opportunity to use the systems development life cycle or SDLC approach to plan, design, and build a healthcare database management system from the ground up, starting from a real-life healthcare industry problem and culminating with the implementation of a small-scale healthcare database system. An important deliverable of this semester-long project is a detailed written report describing each project phase, and recommending ways to improve, optimize, and maintain the developed system.

- Proposed and developed BIT 5564 – Healthcare Information Technology
  Healthcare Information Technology is a graduate-level course that I originally developed in 2011-12 and redesigned in 2016-17. This course provides the foundation Healthcare Information Technology (HIT) component for the program. Stricter healthcare regulations calling for more readily access to high-quality medical care have required healthcare providers to migrate their patients' paper records to electronic health record (EHR) systems and adopt a myriad of innovative healthcare solutions. Because the HIT field is new and constantly evolving, healthcare professionals who understand and know how to use EHR systems and related healthcare technologies are in high demand. In this class, the students will learn the various regulatory, technological, and socio-economic aspects of the health informatics field, and gain hands-on experience with an educational prototype of the Veterans Information Systems and Technology Architecture or VistA, an actual EHR system developed by the U.S. Department of Veterans Affairs. An important course deliverable is a semester-long project that culminates with a high-quality paper. I first developed the course in 2012 but redesigned it recently.

## SERVICE AS RESEARCH ADVISOR AND ON GRADUATE STUDENT COMMITTEES

Doctoral

- Zachary Davis, Business Information Technology, chair, Virginia Tech, 2018
- Milad Baghersad, Business Information Technology, member, Virginia Tech, 2018
- Qianzhou Du, Business Information Technology, member, Virginia Tech, 2019
- Jungwon Kuem, Operations and Information Management, member, UW, Madison, 2018
- Xiao Ma, Operations and Information Management, member, UW, Madison, 2014

Other Graduate Research (MBA; MIT)

- Karen Wilson, Online Master of IT, research advisor, Virginia Tech, 2017-18
- Jason Dominiczak, Online Master of IT, research advisor, Virginia Tech, 2016-18
- James McWhorter, Online Master of IT, research advisor, Virginia Tech, 2016-17
- Lucas Brown, Online Master of IT, research advisor, Virginia Tech, 2016-17
- Jamin Casselman, Online Master of IT, research advisor, Virginia Tech, 2016-17
- Nicholas Onopa, Online Master of IT, research advisor, Virginia Tech, 2016-17
- Guillermo Goicochea, Master of Business Administration, research advisor, Virginia Tech, 2011-12
- Andrea Chin, Online Master of IT, research advisor, Virginia Tech, 2011-12
- Heather Irvine, Online Master of IT, research advisor, Virginia Tech, 2011-12
- Linda Nichols, Online Master of IT, research advisor, Virginia Tech, 2011-12
- Jeffry Lang, Online Master of IT, research advisor, Virginia Tech, 2011-12

- Patrick Cox, Online Master of IT, research advisor, Virginia Tech, 2011-12
- Jonathan Forcade, Online Master of IT, research advisor, Virginia Tech, 2011-12
- Girivaraprasad Nambari, Online Master of IT, research advisor, Virginia Tech, 2011-12
- Parasuraman Saravanan, Online Master of IT, research advisor, Virginia Tech, 2011-12

Undergraduate Research

- Noah MacMichael, Business Information Technology, research advisor, Virginia Tech, 2012-13

UNIVERSITY SERVICE

University-Level

- Co-chair, Steering Committee of the Analytics Living Learning Community, 2021 - present
- COVID-19 Academic Working Group, 2020 - present
- Affiliated faculty in the Calhoun Honors Discovery Program, 2017 - present
- Advisory Committee for the Center for the Humanities, 2017 - present.
- University Search Committee: Director of Strategic Enrollment Communications and Marketing, 2020 - 21.
- Steering Committee of the Rhizome Living Learning Community, 2020 - 21.
- Co-chair, Metrics and Rankings Subcommittee, Steering Committee, and Advisory Committee, The Virginia Tech Difference: Advancing Beyond Boundaries, 2017 - 19.
- University Honors College Faculty Working Group for envisioning the new Honors College curriculum 2023 and beyond, 2017 - 19.
- Panelist, Faculty Leadership and Management Professional Development Program organized by Virginia Tech's language and culture institute for the Saudi Electronic University (Outreach; International Effort), Virginia Tech, 2018.
- University Academic Support Committee, 2017 - 18.
- University Commencement Committee, 2017 - 21.
- Member, University Commission on Undergraduate Studies & Policies (CUSP), 2017- present
- Steering Committee, Virginia Tech Carilion Health Sciences and Technology Campus, 2017 - 18.
- Co-chair, Discovering New Funding Models subcommittee, Steering Committee, Advisory Committee, Envisioning Virginia Tech-Beyond Boundaries Initiative to advance VT as a global land-grant leader, 2015 - 16.
- Simulation Search Committee, Industrial Engineering Department, 2014.
- Arlington Innovative Center Review Committee, 2013.
- Faculty Usher/Marshall, Virginia Tech Commencement Ceremonies, 2008-17.

College-Level

- Department of Management Promotion and Tenure Committee, 2019-present
- Virginia Tech's JROTC STEM Leadership Academy program, a precollege outreach program designed to increase the representation of underrepresented and underserved minorities at Virginia Tech, 2018
- Department of Hospitality & Tourism Management Promotion and Tenure Committee, 2021-present
- Secretary/Treasurer, Beta Gamma Sigma National Honors Society, Virginia Tech's Chapter, 2017-present
- Pamplin Academic Committee, 2017-present
- Pamplin Assurance of Learning, 2017-present

- Pamplin Community Committee, 2017-present
- Pamplin Undergraduate Studies & Policies Committee, 2017-present
- Pamplin Undergraduate Awards Committee, 2017-present
- Pamplin Community Committee, 2017-present
- VT-MIT advisory board member, 2016.
- Workshop Panelist; Pamplin Students Welcome Weekend, 2015.
- Panelist, Ethics & Integrity Training Panel for entering Pamplin College of Business PhD students, 2014.
- Panelist, Leadership, Excellence, & Academics in Pamplin (LEAP) program for first year incoming freshmen in the Pamplin College of Business, 2014.
- Chair, Center for Innovation and Entrepreneurship Director Search Committee (now Apex Systems Center for Innovation and Entrepreneurship), 2013-14.
- Blackwood Junior Faculty Fellowship Selection Committee, 2014.
- Stakeholder Committee for the Center for Innovation and Entrepreneurship Director (now Apex), 2013-14.
- Computer Committee, Pamplin College of Business, 2013, 2014.
- Faculty evaluator, Pamplin College of Business Diversity Case Competition, Spring 2012.
- Faculty evaluator, Oral Presentations & Written Reports (Assurance of Learning), 2012-14.
- Floor Manager, Pamplin College of Business commencement ceremonies, 2011-14.
- Faculty Usher/Marshall, Pamplin College of Business Commencement Ceremonies, 2008-17.

Departmental

- Interviewer of prospective BIT faculty, 2015-present
- Lead faculty, BIT Research Seminar Series for BIT PhD students, 2013-14.
- Quality Matters Peer Reviewer for Dr. Martin Jones, 2013
- Quality Matters Peer Reviewer for Dr. Quinton Nottingham, 2012.
- Faculty representative at the Women in Technology Conference, 2013.
- Faculty representative at the Pamplin College of Business Career fair, 2008-17.
- Faculty representative at Pamplin student award receptions, 2008-17.

PROFESSIONAL SERVICE

Decision Sciences Institute (DSI)

- Associate Program Chair, Fifth Annual Southeast DSI Meeting, Savannah, GA, 2015.
- Officer meeting, 45th Annual Meeting of Southeast DSI, Savannah, GA, 2015.
- 2015 Annual Officer Meeting of the Decision Sciences Institute, Seattle, WA, 2015
- 2014 Annual Officer Meeting of the Decision Sciences Institute, Tampa, FL, 2014.
- Track & Session Chair, *Accounting, Business Ethics & Law* track and the *Information Privacy & Security* track and its four sessions at the Southeast Decision Sciences Institute, Charleston, SC, 2013.

The Institute for Operations Research and the Management Sciences (INFORMS)

- Officer meeting, 51st Annual Meeting of the Southeastern Chapter of INFORMS, Myrtle Beach, SC, 2015.
- Officer meeting, 50th Annual Meeting of the Southeastern Chapter of INFORMS, Myrtle Beach, SC, 2014
- Track & Session Chair, *Social Networking/Social Media and Crowdsourcing* track of the 2012 Southeastern Chapter of INFORMS, Myrtle Beach, SC, 2013.
- Session Chair, *Teaching Effectiveness track: Creativity, Tasks, and Behavior* of Students at the 2012 Southeastern Chapter of INFORMS, Myrtle Beach, SC, 2013.

- Discussant for the *Research Topics in Operations Management* Track and the *Innovative Classroom Methods in Operations Management* Track at the 2012 Southeastern Informs, Myrtle Beach, SC, 2013.

The American Production and Inventory Control Society (APICS)

- Served as faculty advisor for the APICS Virginia Tech Chapter, 2012-2013.

EDITORIAL SERVICE

Journal Editorship

- Board of Editors, Journal of Management Information Systems, 2020-present
- Associate Editor, Decision Support Systems, 2014-present

Editorial Board Membership

- Editorial Board Member, International Journal of Business Analytics, 2013-present
- Editorial Board Member, International Journal of E-Politics, 2013-present
- Editorial Board Member, Journal of Computer Information Systems, 2013-present
- Editorial Board Member, International Journal of Business Data Communications & Networking, 2013-present
- Editorial Board Member, Intelligent Information Management, 2013-present

Reviewer Service

- Ad-Hoc Reviewer for: MIS Quarterly (elite), Journal of Management Information Systems (elite), Production and Operations Management (elite), Journal of the Association for Information Systems, MIS Quarterly Executive, Decision Support Systems, European Journal of Operational Research, International Journal of Production Economics Journal, International Journal of Electronic Commerce, Journal of Computer Information Systems, IEEE Journal of Biomedical and Health Informatics, Journal of Theoretical and Applied Electronic Commerce Research, Information Systems Management, International Journal of Business Data Communications and Networking, International Journal of Medicine and Medical Sciences, International Journal of Business Analytics, Social Network Analysis and Mining, Journal of Organizational Computing and Electronic Commerce, International Journal of Engineering Management Conference, International Conference on Information Systems, *Americas Conference on Information Systems, SE Informs, SE DSI*, the Information Systems for Crisis Response and Management World Conference.

- Reviewer for eight Business Statistics textbooks with various renowned publishers, including Wiley, McGraw Hill, and Cengage; 2009-13.

LANGUAGES

English, French, Arabic

MEDIA MENTIONS

Administrative Achievements and Promotion

- Lara Khansa Appointed Associate Dean for Pamplin Undergraduate Programs, 2017.
- Names and Changes: Business recognitions and promotions, the Roanoke Times, 2017.

Research and Academic Achievements

- Lara Khansa named Sonny Merryman Inc. Professor, 2020.
- Virginia Tech Board of Visitors approves 2019 promotion, tenure, and continued appointments, 2019.
- Higher Ed. research series: Are you a cyberloafer? Roanoke Times, 2018
- Perception and Behavior of Cyberloafing Controls, 2018
- Top 5% Attention Score on Altmetric for my paper, "Work-Related Musculoskeletal Injuries in Plastic Surgeons in the United States, Canada and Norway," Plastic and Reconstructive Surgery
- Plastic Surgeons at High Risk for Work-Related Musculoskeletal Injuries, article about my paper, "Work-Related Musculoskeletal Injuries in Plastic Surgeons in the United States, Canada and Norway," 2018
- Top 25% Attention Score on Altmetric for my paper, "Surgeon Reimbursements in Maxillofacial Trauma Surgery: Effect of the Affordable Care Act in Ohio," Plastic and Reconstructive Surgery
- Top 25% Attention Score on Altmetric for my paper, "Patient Satisfaction after Rhinoplasty: A Social Media Analysis," Aesthetic Surgery Journal
- To Err is Human – So Get Robots to Secure Your Data, 2015

Recognition for High-Impact Virginia Tech Service

- High-achieving inaugural cohort set for Calhoun Discovery Program, 2019
- Served on the Steering Committee, the Advisory Committee, and as a co-chair of the Metrics and Rankings subcommittee during the most recent Virginia Tech strategic planning effort, 2018-19
- Served as the co-chair of the Discovering New Funding Models Thematic Area for the Envisioning Virginia Tech in the year 2047 initiative, 2015

Teaching

- What the data ordered, SmartBrief Education, 2019.
- Health IT careers open doors to better lives, Seattle Times, 2019.
- Health care IT offers robust career outlook, Seattle Times, 2019
- VT Masters of Information Technology grant for course development and redesign, 2016
- Virginia Tech's VT News and Spotlight on Achievement: Popular Courses Teach Students How to Manage Increasingly Complex Healthcare Systems, 2014
- A Marriage of Interests, 2014
- Managing Healthcare through Information Technology, 2014
- Feature: Growing Demands for Healthcare Information Technology Professionals Spark Online Course Offering, 2012